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ABSTRACT

Intended for use by WIC nutrition educators and other professionals, by day care and Head Start providers, and for home use, this educator's kit contains activities and information to improve nutrition experiences for preschool-age children. In addition to the educator's guide, the kit includes a short videotape and audiotape with three segments that teach about trying different types of foods; about the taste, touch, and smell of foods; and about how foods grow. The guide is divided into nine sections, identified by labeled tabs in a three-ring binder. The sections cover the following: (1) an overview of the kit's mission, principles, and messages, and the kit's organization, elements, and program features; (2) an in-depth explanation of the Department of Agriculture's Team Nutrition; (3) a facilitator's guide; (4) 12 site-based activities; (5) 10 at-home activities that encourage family members to become active participants in food-related educational experiences for their children; (6) 12 suggested activities/procedural guides to involve the community; (7) family at-home activity handouts and community activity handouts; (8) resources; and (9) reproducible artwork to assist educators in carrying out the various activities being promoted in the kit. (HTH)

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Tickle Your Appetite

WIC/Team Nutrition Educator's Kit for Children

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USER RESPONSE

Tickle Your Appetite: WIC/Team Nutrition Educator's Kit for Children

Dear Educator:

Please take a few minutes to complete this form, seal it with tape, and mail it (no stamp needed). Your response will help us evaluate the usefulness of this kit and revise it in the future. ***Thank you!***

Please comment on the content of this kit:

Content	Information is Useful/Practical	Information is Not Useful/Practical	Other Comments
Facilitator's Guide			
In-Clinic Activities			
Family At-Home Activities			
Community Activities			
Handouts			
Resources			
Artwork			
Videotape			
Songtape			

Are you planning to use the kit? ☐ yes ☐ no

If yes, how will you use it? (check all that apply)

- ☐ For nutrition education sessions for children in WIC clinics
- ☐ For nutrition education sessions for children in Head Start/Child Care
- ☐ For general nutrition education in waiting areas
- ☐ For nutrition education sessions for caregivers of children
- ☐ For community or outreach activities

Are you involved with the WIC Program? ☐ yes ☐ no

Are you a nutritionist? ☐ nurse? ☐ health educator? ☐

other? (specify) _____

Please provide other comments about this kit, including changes you would recommend to improve it.

USDA

United States
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Food and
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Service

3101 Park
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Alexandria, VA
22302-1500

Dear Educator:

We are pleased to provide you with *Tickle Your Appetite - A WIC/Team Nutrition Educator's Kit for Children*. The kit was developed to expand the reach of USDA's Team Nutrition messages and themes to WIC preschool participants aged 3 to 5 through education efforts in WIC clinics, at home, and in communities. The National Association of WIC Directors has been a vital partner in the development and field testing of this kit. *Tickle Your Appetite* provides ideas and materials to communicate key nutrition messages by offering:

- three 4-minute video segments that use a combination of puppets and children to deliver nutrition messages;
- an audiotape that reinforces the theme of each segment by repeating the songs from the video;
- activities for educators to do with children in WIC clinics;
- activities for families to do at home such as trying new foods, growing a vegetable plant, etc.;
- activities to engage the community in the project;
- reproducible handouts and artwork; and
- resources for nutrition educators.

A limited number of additional kits are available by contacting:

Nutrition and Technical Services Division
Food and Consumer Service, USDA
3101 Park Center Drive, Room 609
Alexandria, Virginia 22302
Telephone # (703) 305-2556 Fax # (703) 305-2874

We hope that you and your WIC families enjoy this new nutrition education resource. Your evaluation and comments regarding the kit are very important to us. Please take a few moments to complete the user response form and return it to us.

Sincerely,

Barbara Hallman
Acting Director
Supplemental Food Program
Division

cc: Patricia N. Daniels
Director
Nutrition and Technical Services
Division

5

AN EQUAL OPPORTUNITY EMPLOYER

Tickle Your Appetite

WIC/Team Nutrition Educator's Kit for Children

PS 027843

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United States Department of Agriculture
Food and Consumer Service

FCS-307
November 1997

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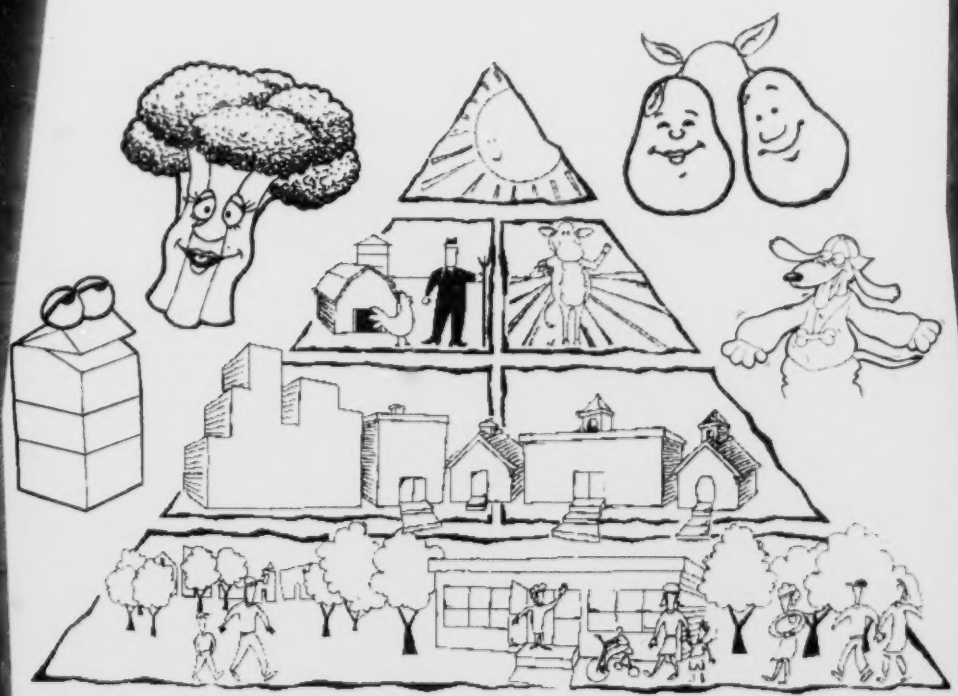
Introduction to WIC/TEAM NUTRITION Educator's Kit for Children

- Acknowledgments
- Preface
- How To Use This Kit
- Activity Matrix



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Prospect Associates
Lynda Bardfield
Linda Weinberg

Although this kit was developed primarily for use in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), it can also serve as a valuable resource for other programs and organizations that serve preschool-age children.

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Preface

The main objective of this WIC/Team Nutrition Children's Nutrition Education Kit, *Tickle Your Appetite*, is to expand the reach of the messages and themes of Team Nutrition, a unique initiative of the U.S. Department of Agriculture, to preschool-age children. Team Nutrition is the umbrella title given to all the marketing and educational efforts directed at implementing the School Meals Initiative for Healthy Children. With the assistance of public and private organizations, Team Nutrition promotes healthy eating through schools, families, the community, and the media.

As schools are the Team Nutrition focal point for school-age children, WIC clinics can be the focal point for expanding the reach of the Team Nutrition messages and themes to young children and their families.

WIC and Team Nutrition are natural partners as they have a mutual objective—improving the health of children. They have consistent nutrition messages and similar approaches to motivating healthy behavior changes.

Tickle Your Appetite will communicate Team Nutrition messages and themes that have been slightly revised to accommodate the needs of preschoolers. They are as follows:

Messages:

- Help children expand the variety of foods in their diet.
- Add more fruits, vegetables, and grains to the foods children already eat.
- Gradually begin to adopt a diet lower in fat for children 2 to 5 years of age.

Themes:

- Nutrition is the link between agriculture and health. (The earth provides us a variety of foods that feed our bodies and keep us healthy.)
- We can make food choices for a healthy diet. (We can use the *Dietary Guidelines for Americans*, the *Food Guide Pyramid*, and the "Nutrition Facts" label to make healthy food choices where we live, learn, and play.)
- Food appeals to our senses and creativity. (Our senses help us create and enjoy a variety of foods from here, there, and everywhere.)

This kit is intended for clinic use by WIC nutrition educators and other professionals, by day care and Head Start providers, for home use, and for involving the community. It offers ideas and materials to communicate the above nutrition education messages and themes through:

- A fun and lively videotape for in-clinic use featuring puppets, animation, and real children in vignettes that teach lessons such as trying different types of foods; learning about taste, touch, and smell of foods; and understanding how foods grow. The videotape is to be used in concert with the in-clinic activities highlighted in this kit for young children. The videotape's producer, director, song writer, and puppet designer all work regularly for programs that are part of the Children's Television Network. This expertise has ensured a delightful educational tool that will captivate the targeted preschool-age population. A cassette tape of the songs from the videotape is included.

- Activities for parents and children to do together to strengthen their knowledge about the link between agriculture, nutritious foods, and good health.

- Activities to engage diverse segments of the community in creating and sustaining environments that influence in a positive way children's attitudes and behaviors about foods. The activities emphasize why it is important for community institutions to become stakeholders in the nutritional status of preschool-age children and their families.

The learning experiences in this kit further define and focus each of the Team Nutrition messages and themes. They are also based on the principles of the *Dietary Guidelines for Americans*, the *Food Guide Pyramid*, and the "Nutrition Facts" label. Further, they feature: 1) child-driven, hands-on activities; 2) the three domains of learning (cognitive, affective, and psychomotor); 3) emerging thought on how today's children learn; 4) current research findings about nutrition and nutrition education; and 5) teaching/learning in nonformal settings.

The activities have been carefully selected to make them behaviorally focused and fun.

How To Use This Kit

KIT ORGANIZATION

This WIC/Team Nutrition Educator's Kit for Children, *Tickle Your Appetite,* contains activities and information that enable educators to improve nutrition experiences for preschool-age children where they live, learn, and play—clinic sites, homes, and community environment. The learning activities are the heart and soul of this kit. Also included are reproducible handouts and an excellent resource section.

This kit is divided into nine sections—identified by labeled tabs.

Section I is the introductory section that acknowledges those who helped in the kit's development and provides an overview of the kit's mission, principles, and messages. This section also describes how the kit is organized, including its elements and program features.

Section II provides an in-depth explanation of Team Nutrition, including its purpose, how it works, players on the Team, and how Team Nutrition and WIC can work together.

Section III is a facilitator's guide that explains why preschool nutrition education is important and how well-planned activities in this kit can enhance young children's overall developmental learning. This section identifies children's physical, emotional, social, and intellectual activities at 3 and 4 years of age, and how these might relate to food and nutrition. It explains what to expect of preschoolers and how to plan developmentally appropriate learning experiences.

Section IV introduces 12 in-clinic activities that are designed to work in a variety of situations with children of different skill levels, interests, and life experiences. Each of the 12 activities includes traditional elements of an effective lesson: the objective, preparation time, ingredients and/or materials needed. Also featured are options for enhancing each activity.

In addition, this section thoroughly describes the videotape program to be used in tandem with the in-clinic activities. The videotape consists of three segments: **Different Foods, Food Fun-O-Rama,** and **Milking Time**. Each segment corresponds to one of the three Team Nutrition themes previously cited. When selecting one of the themes to discuss, the educator should first show the corresponding videotape segment before introducing the relevant theme activity(ies).

Section V presents 10 at-home activities that encourage family members to become active participants in food-related educational experiences for their children.

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Section VI contains 12 suggested activities/procedural guides to involve the community. They demonstrate how individuals and organizations can be involved in activities in clinics as well as in events out in the community to reinforce nutrition education for preschoolers and their families.

Section VII includes family at-home activity handouts and community activity handouts. Some are informative; some are fun; all reinforce good nutrition and health.

Section VIII provides valuable resources to strengthen nutrition education efforts with preschoolers, their families, and the community.

Section IX contains reproducible artwork to assist educators in carrying out the various activities being promoted in this kit.

WIC/Team Nutrition Educator's Kit for Children
Activity Matrix

Theme	In-Clinic Activities	Family At-Home Activities	Community Activities
1. We Can Make Food Choices for a Healthy Diet (Variety)	◆ Getting To Know You: The *Food Guide Pyramid* ◆ Scrumptious Snacks ◆ Make Your Own ◆ My Fantastic Body	◆ Food Gives Us Energy To Move! ◆ Shop Together! ◆ Have Fun With Food on a Rainy Day!	◆ WIC Café ◆ Breakfast Party ◆ Family AF-FAIR ◆ Shopping Know-How
2. Food Appeals to Our Senses and Creativity	◆ Sensational Faces ◆ A Mystery Bag ◆ Let's Vote: Taste, Touch, Smell ◆ Bread, Bread, Bread	◆ It's a Squeeze ◆ Play With the Colors and Smells of Food! ◆ Explore the Wonderful World of Food! ◆ Fun in the Kitchen	◆ Seasonal Sensation! ◆ Fun, Food, Folklore ◆ Tastes of the World ◆ Healthy Community Cookbook
3. Nutrition Is the Link Between Agriculture and Health: Where Food Comes From	◆ Agricultural Celebration Day ◆ What's Hiding Inside? ◆ On Old MacDonald's Farm ◆ Where Oh Where?	◆ Seeds Grow and So Do We ◆ Enjoy a Picnic at an Imaginary Farm ◆ Roots, Stems, Leaves, Fruits, Flowers, and Seeds	◆ Farmers' Market Extravaganza ◆ Grow Your Own Herb Garden ◆ Supermarket Tour ◆ Growing Strong With Calcium: (Dairy-licious)

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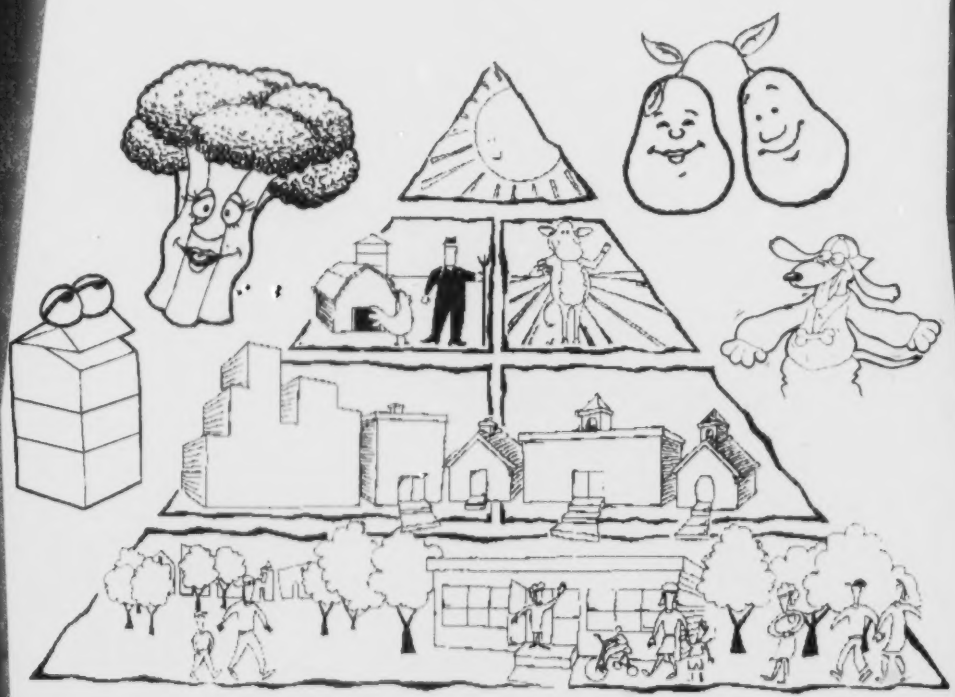
More About Team Nutrition

- Introduction
- Players in Team Nutrition



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Introduction to Team Nutrition

What Is Team Nutrition?

Team Nutrition is the implementation tool for USDA's School Meals Initiative for Healthy Children. The plan is to continuously improve school meals and promote the health and education of 50 million children in 94,000 schools nationwide. Through public-private partnerships, Team Nutrition promotes food choices for a healthy diet through schools, families, the community, and the media.

Team Nutrition's goal is to empower schools to serve meals that meet the *Dietary Guidelines for Americans* and to motivate children to make food choices for a healthy diet. Based on the current research, education, communication, and technical resources available, Team Nutrition will help children and their families to:

- Expand the variety of foods in their diet.
- Add more fruits, vegetables, and grains to the foods they already eat.
- Construct a diet lower in fat.

Team Nutrition is now expanding to include a focus on the Special Nutrition Program for Women, Infants, and Children (WIC). Although many Team Nutrition activities have focused on school-age children, WIC represents an expansion of the Team Nutrition focus. Team Nutrition and WIC are combining resources to better educate WIC recipients on the Team Nutrition messages.

Why Is Team Nutrition Important?

Team Nutrition is a wise investment in family health. Among today's elementary school-age children:

- 35 percent eat no fruit, and 20 percent eat no vegetables on a given day
- 27 percent are considered obese
- 90 percent consume fat above the recommended level

Four of the leading causes of death—heart disease, cancer, stroke, and diabetes—are diet related. Accounting for more than 1.4 million deaths annually, these conditions cost society an estimated $250 billion each year in medical costs and lost productivity.

Nutrition promotion efforts like Team Nutrition can have a tremendous impact; they can change behaviors, improve health, and lower these huge costs. Between 1972 and 1992, deaths from heart disease decreased by 50 percent and from stroke by 60 percent. This reduction is the result of social marketing campaigns to change behavior to reduce high blood pressure, lower cholesterol, and reduce smoking.

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How Does Team Nutrition Work?

Team Nutrition is a multifaceted educational program delivered in schools and WIC sites through the media, at home, and in the community to improve school meals and motivate and empower children and their families to make food choices for a healthy diet. This effort brings science-based nutrition messages to children in fun and interesting ways, while strengthening social support for children's healthy food choices among parents, educators, and professionals within USDA-supported programs.

What Is a Team Nutrition School?

Many schools have joined this effort and are called Team Nutrition Schools. Team Nutrition Schools participate in an exciting incentive program designed to coordinate Team Nutrition activities at the local level and to encourage prompt implementation of the new school meals standards. Team Nutrition Schools represent the community focal point for individuals and organizations with a shared interest in working for healthier school meals and more nutrition information for children and their families.

More than 94,000 principals and school food service managers in the country have been invited to enroll their schools in the Team Nutrition Schools Program. There is probably a Team Nutrition School in your neighborhood. Your WIC clinic may choose to contact Team Nutrition Schools in your area or encourage your schools to join Team Nutrition.

Who's on the Team?

USDA wants every child in the Nation to have the opportunity to learn how to eat for good health. This ambitious goal is made possible by extensive strategic public-private partnerships and more than 300 Team Nutrition Supporters who represent all of the areas that touch children's lives, including:

- Nutrition/Health
- Food/Agriculture
- Media/Technology
- Education
- Consumer Organizations
- Government

Partnerships with Scholastic, Inc., and The Walt Disney Company are examples of Team Nutrition's strategic plan to work with organizations to extend the reach of this unique program.

USDA has worked closely with Scholastic to develop age-specific nutrition curricula, children's magazines, parent guides, posters, and videos, which are being offered to schools nationwide. The Walt Disney Company provided Team Nutrition "spokestoons" Timon and Pumbaa from *The Lion King* to help deliver positive nutrition messages in ways that capture children's attention.

In an innovative public-private partnership with The Walt Disney Company, USDA has leveraged a small government investment into tens of millions of dollars in top-quality media promotion and education materials. With investments like these, Team Nutrition reaches millions of children in ways they can relate to through multiple, reinforcing channels. And by being a part of Team Nutrition, partners and supporters have an opportunity to touch children's lives.

How Can Team Nutrition and WIC Work Together?

WIC is a natural partner for Team Nutrition. WIC shares the commitment to promoting nutrition education to promote our children's nutritional health and well-being as well as that of low-income pregnant, breastfeeding, and non-breastfeeding postpartum women. WIC is a true model for nutrition education among the Department's domestic food assistance programs. WIC programs focus their attention on an individual's nutritional needs, parental and community involvement in proper nutritional care for children, and followup to reinforce healthy eating habits. The goals of Team Nutrition are consistent with those of the WIC Program.

Team Nutrition offers a wealth of opportunity and resources for the WIC Program. Although WIC is already an established source of nutrition information in the community, Team Nutrition offers WIC the ability to network more effectively with other organizations to expand the reach and impact of WIC clinic efforts. For instance, Team Nutrition offers a network of more than 300 partners and supporters who can be contacted for assistance and materials for new program activities. Team Nutrition Schools, a growing network of schools across the country, are another excellent community resource now available to WIC clinics. Students at Team Nutrition Schools can provide volunteer resources to WIC activities; in this way, WIC can provide an opportunity for students to earn community service credit by volunteering to help out in WIC activities. Community service is a growing requirement in schools throughout the Nation.

By teaming up with organizations already involved in Team Nutrition, WIC clinics will ensure that nutrition education activities and messages throughout the community are clear and consistent. In addition, by joining forces with Team Nutrition, WIC clinics can help promote the program to schools that have not yet signed up for the program and form strong, new alliances within the community. In so doing, new community/district nutrition alliances can be formed with a common goal of ensuring nutrition education for children and their families.

There are unlimited possibilities for WIC to collaborate with community partners (i.e., Team Nutrition Schools, Cooperative Extension Service) toward promoting healthy children. For example, school-based health clinics can provide WIC benefits to pregnant adolescents.

By working together, WIC and Team Nutrition will ensure that consistent nutrition education messages are delivered to children and their families. Children who have "graduated" from WIC programs and are entering a Team Nutrition School will naturally be reinforced with consistent messages that they can share with their families. These efforts will help our children grow up to be healthy adults.

See the Resources section of this kit for more information on Team Nutrition's supporters and materials.

Players in Team Nutrition

Team Nutrition Partners

The success of Team Nutrition is best seen in the active involvement of *all* the stakeholders in children's health. Team Nutrition's extensive network of public-private partnerships is critical to its success. These partnerships ensure that Team Nutrition messages reach children through a variety of sources—providing multiple, reinforcing messages. (See the Resources section of this kit for a list of Team Nutrition supporters.)

The Walt Disney Company

Team Nutrition and The Walt Disney Company joined in a unique public-private partnership to develop animated public service announcements (PSAs) featuring Timon and Pumbaa from the blockbuster hit *The Lion King*. These PSAs deliver nutritional messages to kids in language they can understand. Pumbaa and Timon also appear on Team Nutrition classroom and cafeteria posters and are incorporated into publications to introduce grade school-level children to the *Food Guide Pyramid* concept and to highlight the importance of making food choices for a healthy diet. Some of these materials have also been made available to the WIC Program.

Scholastic, Inc.

USDA entered into a cooperative agreement with Scholastic, Inc., the leading publisher of school-based educational materials, to develop Team Nutrition in-school curricula. The Team Nutrition In-School Program is a comprehensive, activity-based program that is easy to use and fun for students. It can be integrated into the core curriculum and is developmentally appropriate. These materials link the classroom to the cafeteria and take the Team Nutrition message into the home.

Cooperative State Research, Education, and Extension Service

To facilitate efforts to improve the health and education of young children by developing intra-agency Team Nutrition activities, USDA's Cooperative State Research, Education, and Extension Service (CSREES) and the Food, Nutrition, and Consumer Services (FNCS) established an intradepartmental working group on Team Nutrition. These two agencies have worked together to develop a series of community-based, state-of-the-art, nutrition education materials: *Community Nutrition Action Kit*.

Farmers' Markets

The WIC Farmers' Market Nutrition Program (FMNP) signed a memorandum of understanding with USDA to become a Team Nutrition strategic partner. FMNP participates in activities that teach children about good nutrition and encourages farmers' markets to communicate with Team Nutrition Schools in their area and to cooperate in Team Nutrition activities, including those with WIC clinics. FMNP also informs farmers' markets in the FMNP about Team Nutrition and its goals, operations, and opportunities for participation in activities by distributing Team Nutrition information to organization members. They identify and help USDA produce additional Team Nutrition

materials that farmers' markets, WIC clinics, and schools can use in the FMNP. However, FMNP is not in every State. (A complete listing of farmers' market contacts by State is provided in the Resources section of this kit.)

Team Nutrition Supporters

Team Nutrition Supporters include more than 300 national agriculture and food industry, nutrition, education, and health organizations that have participated in hundreds of Team Nutrition activities nationwide. Supporters work with schools to present nutrition and health fairs, tasting events, and other activities featuring representatives from supporter organizations. They write about Team Nutrition in their newsletters and other publications to let their members know about the great changes taking place in schools and communities across the Nation. Supporters reinforce Team Nutrition messages in the community, personalizing and reproducing Team Nutrition materials for employees, constituents, and community organizations. A list of Team Nutrition supporters is provided in the Resources section of this kit.

Team Nutrition Schools

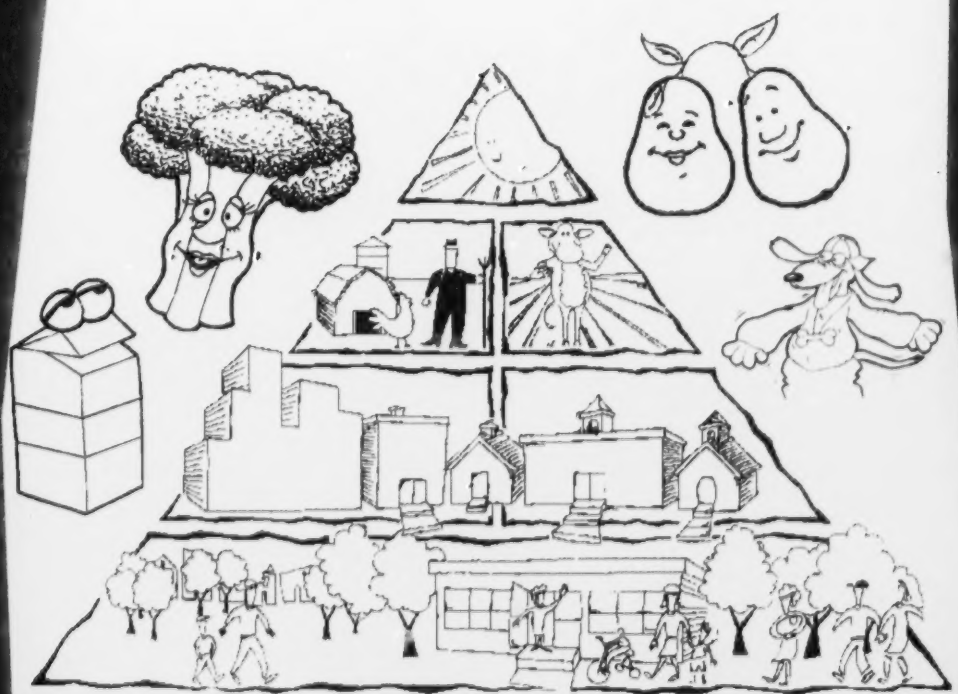
Team Nutrition Schools are also critical members of the Team, as described earlier in this section. WIC clinics may choose to contact Team Nutrition Schools in the area to develop a new partnership. To find out which schools in your area are Team Nutrition Schools, access Team Nutrition's Web site for a directory (described below). More than 94,000 schools across the Nation currently participating in the National School Lunch Program are eligible to become Team Nutrition Schools.

How To Find Team Nutrition Schools in a Particular Area

To help link parents, supporters, WIC clinics, and Team Nutrition Schools to each other, Team Nutrition created a searchable database that can be found on the Internet. The Team Nutrition Home Page can be found at ***http://www.usda.gov/fcs/team.htm***. Simply type in a city, ZIP Code, county, or State to get the school listings in that area. To determine whether a particular school has joined the team, type in that school's name.

Facilitator's Guide

- A Guide to Providing Positive Food and Nutrition Experiences for Preschool Children Ages 3 to 5



Facilitator's Guide: A Guide to Providing Positive Food and Nutrition Experiences for Preschool Children Ages 3 to 5

Getting Started: Why a Preschool Nutrition Education Program Is Important

Early Nutrition and Food Experiences Have Lasting Impact

Preschool children have a healthy curiosity about themselves, their growing bodies, and the world around them. This curiosity leads to the early development of food habits, preferences, and attitudes that will carry them through to adulthood. Therefore, it is important to provide a variety of positive food experiences at an early age.

Seize this opportunity for learning! Children are fascinated by activities that involve them and provide information about their world. Helping them discover where food comes from; how it grows; how it looks, tastes, feels, sounds, and smells; and even how it changes when prepared, opens their minds to the variety of food choices. For instance, letting children help or watch as an orange is squeezed for juice while asking "Where did the juice come from?" stimulates their natural curiosity and involvement with food.

Helping young children grow and develop new skills is one of the most rewarding aspects of working with this age group. Preschool children (ages 3 to 5) are growing at an amazing rate—physically, emotionally, intellectually, and socially. Their bodies and learning comprehension are continually developing as they begin to formulate attitudes, beliefs, and tastes that will last their entire lives.

The process of discovering new foods, learning about where food comes from, and preparing food together provides many valuable learning experiences. Incorporating food and food-related activities into WIC nutrition education helps preschool children develop a positive relationship with food and nutrition. The early nutrition adventures described in this kit can influence the foundation from which their lifelong food habits and attitudes develop.

Food-Related Activities Enhance Overall Developmental Learning

Children between the ages of 3 and 5 are growing and developing almost every part of their person, including small and gross motor skills, ability to learn and understand, and self-esteem. Well-planned activities can enhance this process by providing age-appropriate experiences that give children an opportunity to exercise new skills and tackle new challenges. Encourage the whole child to:

1. **Develop small motor skills** by helping children
   - hold and manipulate utensils;
   - pour, stir, and shake;
   - put things in the "right" place; and
   - sort, glue and paste, and do other tasks.

2. **Learn simple math skills** through
   - measuring;
   - counting; and
   - following steps and sequence activities such as those required in planting seeds and caring for their plants, playing games with sequential steps, or preparing a snack together.

3. **Learn science concepts** by
   - observing food as it changes form and temperature. Help children predict what may happen. For example, a noodle is stiff and hard before it is cooked and soft and wiggly afterwards, and when you put water or juice in the freezer it turns to ice.

4. **Learn about and appreciate different cultures** by
   - asking that parents and/or caregivers or children tell stories about foods from their culture. For example, collect or purchase foods from a variety of cultures for "show and tell."

5. **Learn safety habits and cleanliness** by
   - showing a poster of children washing their hands, and stress the importance of hand-washing before eating or working with food; and
   - letting children see foods being washed in water before eating or preparing.

6. **Develop self-esteem and independence** by
   - encouraging children to help at home by setting the table, pouring the milk for the family meal, or making a snack or place mat for themselves and/or other family members.

7. **Develop language and communication skills** by
   - talking with children about their preferences and the characteristics of a variety of foods such as color, shape, texture, taste, etc.

WIC/TEAM NUTRITION GOALS For Nutrition Education Activities in WIC Clinics

Use these goals in developing nutrition education activities for preschool children:

1. Encourage children to eat a greater variety of foods for better nutrition.

2. Encourage children to use all of their senses to explore different foods.

3. Help introduce children to the basic sources of foods such as animals and plants.

Ready To Learn: Planning Developmentally Appropriate Learning Experiences

The activities in this kit are designed to be fun and educational for children ages 3 to 5, taking into consideration the sometimes wide span in motor and language skills among these ages. The activities are not competitive and are achievable so that all children learn and none can fail. In addition, they take into account a variety of skill levels within the range of abilities of children in this age group.

What to expect of preschool children . . . and how adults can provide appropriate and positive food and nutrition experiences.

Activities with young children are both a delight and a challenge. These general principles will help ensure success:

1. Keep ideas simple and use a single concept at a time.

2. Provide activities that are concrete and relevant to children's daily lives and the world around them.

3. Plan activities and use language relevant to children's ages.

Children reach predictable milestones throughout their early development. Knowledge of these milestones will help in planning experiences that meet children's needs *and* stimulate learning in all developmental areas. The table following summarizes children's physical, emotional, social, and intellectual abilities at 3 and 4 years and explains how these might relate to food and nutrition.

Developmental Milestones	Three-Year-Olds	Four-Year-Olds
Physical Gross Motor Skills and Activities	• Explore freely. • Move from toddling to running smoothly. • Jump, stand on one foot. • Catch ball or bean bag.	• Investigate freely. • Run with greater control. • Jump and hop with more coordination. • Throw ball with greater coordination and distance.
Fine Motor Skills and Activities	• Snip edges of paper with blunt scissors. • Fold paper and manipulate Play Dough. • Scribble with crayons, paint brushes, and markers with some control. • Manipulate puzzle pieces, put pegs in board, and string beads. • Eat without help. Prefer eating finger foods. Drink from cups. *(Note: spills are normal.)*	• Can cut with scissors. • Manipulate small objects; move cursor into desired place on computer screen. • Begin to print names, create drawings or collages. • Use smaller and greater number of puzzle pieces. • Eat with less mess and spills. Use fork and spoon. Manipulate packages and containers.
Self-Awareness	• Select activities from limited choices. • Want to "do it" themselves. • Often able to separate from Mother.	• Initiate own activities. • Use self-help skills (take care of own needs). • Willing to move into new situations.
Relating to Other Children	• Engage in solitary as well as parallel play. • Begin to share and take turns. • Help other children in need.	• Increasingly sociable. Play cooperatively for sustained periods. • Play interactively with increased imagination. Share and cooperate well. • Use compromise to solve conflicts with others.
Play	• Explore and experiment with new ways to do things. • Play is dramatic and solitary; also model grown-up activities (play house, grocery shopping).	• Use objects more imaginatively. • Interact with peers in imaginative play in and outside the home. • Expand play to world around them. Play for longer periods with greater detail.
Language	• Enjoy frequent talking. Speak in 3- to 5-word sentences. • Understand language ("receptive") long before speaking ("expressive language"). • Describe color, shape, and texture of food, if present. • Enjoy listening to stories. • Enjoy hearing others sing. Clap; may sing along. • Imitate adults and other children.	• Ask "how" and "why" questions. • Play with language (rhyme, make up verse and song). • Describe color, shape, and texture of food in greater detail. • Speak clearly and express selves to others about experiences, interests, and needs. • Enjoy singing. • Learn new words easily by imitating.
Learning Skills	• Name, identify, and sort objects. • Learn by doing; need concrete experiences; understand only what they can see, smell, taste, and touch and other concrete acts. • Discriminate different sounds. • Match like objects. • Understand relationship between written and spoken words. • React to entire stimulus rather than individual parts.	• Develop sequencing and ordering of objects and events. • Also learn by doing. Apply new information to new experiences. • Begin to distinguish letter sounds. • Distinguish greater visual detail. • Have longer attention span. • Can follow more complex directions.
Eating	• Hesitate trying new foods. • Verbalize food preferences. • Eat independently with some help. • Easily distracted in groups. • Eat using mostly fingers. Use spoon; drink from cup. Ask adults for more helpings of food and drink when desired.	• Begin to experiment with new foods. Take more than they can eat. • Initiate new food selections. • Require less help at the table. • Eat more comfortably in groups. Able to concentrate. • Use fork and spoon. Pour own juice.

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1. What To Expect of Preschool Children Emotionally

Children ages 3 to 5 are sometimes shy and withdrawn. This is because they are still very self-focused. Their growing ability to do things for themselves results in a desire to work independently as well. It is important to gauge your expectations of these children appropriately so that you do not expect more than is realistic. Young children often test the limits and will push to see how far they can go; educators should set clear limits and firm boundaries.

Children are:

- increasingly self-aware and self-focused;
- easily discouraged; enjoy praise;
- developing self-esteem;
- gaining independence;
- beginning to accept responsibility;
- want to actively participate in things that interest them;
- proud of individual and group achievements; and
- sometimes unable to express their needs and feelings with words.

What Educators Can Do:

- **Encourage children to complete an activity individually.** When children are actively involved, they are more likely to remain interested and take pride in the finished product, and self-esteem is enhanced. The activities described in this kit all provide an opportunity for a child to begin and complete a task to help provide a sense of accomplishment. When you develop new activities, be sure to build in this type of reward and plan so that there is enough time available for children to complete the activity.

- **Let children take responsibility; divide up small tasks.** For example: each child might choose a different vegetable to add to a salad or contribute a picture to build a food guide pyramid.

- **Provide "I made it myself" or "I tried it" stickers or buttons.** This gives children concrete and public recognition of their achievement.

2. What To Expect of Preschool Children Physically

Young children are in the process of developing both their gross and fine motor skills. Enchanted with their growing abilities, preschoolers test these skills and strive to see what they can do that they couldn't do before. Related to this is an excitement about learning about their bodies and becoming aware of different body parts and what they can do with them. For instance, as they learn about the different parts of their faces, they will be interested in how different features (eyes, nose, mouth) help them to eat and enjoy food.

Children are:

- testing their rapidly improving physical skills;
- refining and expanding their gross motor skills such as hopping, skipping, and jumping;
- continuing to develop their fine motor skills; and
- becoming more aware of their bodies.

What Educators Can Do:

- **Plan activities that require a range of motor skills.** Remember—each child has individual qualities! Regardless of age, his/her motor development might vary. This is a great opportunity for teamwork. One child might choose pictures of fruits and vegetables while another child might be in charge of pasting the pictures onto a healthy food poster.

Try these small motor skill-related guidelines:

- **For beginners:** *pouring* water, juice, or milk; *peeling* a banana; *mixing* foods in a bowl; *tearing* lettuce; *watering* plants; *sorting* pictures; *putting* things in containers, *coloring, folding*, etc.
- **As they develop:** *spreading* peanut butter; *squeezing* an orange for its juice; *planting* seeds; *pasting* or *drawing* pictures related to food.

- **Plan activities that foster large muscle and gross motor skill development.** Games that involve physical activity such as *skipping, hopping, jumping,* or other body movements to music are favorites with children ages 3 to 5.

3. What To Expect of Preschool Children Socially

Young children are very accepting of other children, which is helpful in creating group activities. Their ability to interact with other children will depend upon the amount of experience they have had in groups, how naturally shy they are, and their mood on any given day. Younger children will tend to prefer to work independently, and as they get a bit older, they will work more collaboratively with other children.

Children are:

- becoming interested in the similarities and differences between objects;
- becoming interested in the similarities and differences between people;
- developing interactive skills; and
- beginning to work cooperatively in groups.

What Educators Can Do:

- **Organize activities using foods from many cultures.** Read and discuss books about foods that children from different cultures eat and how they eat them. Try using some utensils from different countries—such as chopsticks.
- **Incorporate learning about different customs related to food.** Ask children and their parents and/or caregivers who are from other cultures for ideas. Collect pictures from magazines and calendars that show a variety of fruits, vegetables, and other foods from around the world.
- **Plan activities that encourage children to work together.** Examples include group tastings, creating a salad together, and having one child choose a picture and another paste it to a pyramid board. These all help develop social skills.
- **Provide an opportunity for children to care for something.** For example, when conducting a planting activity with seeds, children will learn about how important care and nurturing are for the development of the plant, as with all living things. Once the seeds are planted (using small motor skills), explain to children that they will need to take care of their growing plants. Explain that watering and taking care of a plant make it grow healthy and strong (just as when they eat well and are cared for, they grow healthy and strong).
- **Allow time for groups of children to talk about foods.** Children can share experiences while an adult records their findings on a large pad of paper to share with their parents and/or caregivers or other children. Talk about interesting foods such as a pineapple, or explore the inside/outside of a pumpkin, coconut, or kiwi.
- **If time permits, let children clean up together.** Cleaning is an important and necessary part of learning about food, and it helps children feel good about themselves. This concept is important for all projects in the WIC clinic, including crafts, planting, and food activities.

4. What To Expect of Preschool Children Intellectually

The most important thing about young children's capacity to learn is that they learn by doing; they *must* have concrete, hands-on experience to learn. They are simply unable to grasp abstract concepts and ideas. Further, it is difficult for them to draw inferences and leap from one idea to the next. However, their imaginations are active and can be engaged to help provide a learning experience. For example, dramatic play and imaginary games are popular and can be used to teach nutrition principles.

Children are:

- best able to learn by doing. They benefit most from interactive, hands-on activities. Concrete activities help engage their imaginations and also help them to retain information.
- interested in written and spoken language. They are becoming curious about letters and words.
- interested in using "grownup" things (i.e., real utensils) or "pretend" grownup things like child-size shopping carts, pretend money, etc.
- naturally interested in shapes, textures, smells, tastes, sounds, and colors. They like to sort and characterize.
- increasingly better able to pay attention for longer spans of time as they get older. Four-year-olds can stay focused longer than 3-year-olds.
- becoming intensely involved in activities that capture their imagination such as stories and dramatic play. Educational activities that engage their imagination will have more impact on learning and information retention.

What Educators Can Do:

- **Provide opportunities for dramatic play** such as play-acting, shopping in an imaginary or pretend grocery store, singing and dancing, and other imaginative activities.
- **Read stories** about where food comes from.
- **Encourage the emergent reader** by using pictures with words of foods from all of the food groups; use visual displays with associated words.
- **Provide opportunities (as much as possible) to experience real food** so children can have concrete experiences of taste, touch, smell, etc.

Let's Go!
Incorporating Food and Nutrition Education Into Your Clinic

1. Strategies for Food Tasting

Many, but not all, of the activities included in this kit involve tasting food. If you include food-tasting activities in your WIC clinic, the following strategies may help increase the success of those activities.

- **Get the children involved!** They are much more likely to want to taste foods they choose, wash, prepare, and serve.

- **Offer one or more *new foods* for tasting, but don't expect children to taste everything.** If children don't want to taste something new the first time, tell them they don't have to eat it. Allow children to choose what they are willing to taste. Children may need to be exposed to a new food up to five times before they are comfortable tasting it! After being offered a new food several times, a child may be more willing to try it.

- **Offer new foods to the more adventuresome eaters first.** Their peers have a big influence on children who may be more excited to try if other children do!

- **Provide "tiny tastes."** Trying just one taste of broccoli can be a giant step toward becoming a food taster. Avoid common "choke foods" such as hot dogs, nuts, whole grapes, and hard vegetables. Although you want the pieces to be small enough for small mouths, it is important to avoid pieces of food that are cut too small. It's safer to have a piece that the child must chew rather than swallow whole.

- **Encourage parents and/or caregivers to taste foods with their children.** If children see their parents and/or caregivers eating a food, they will be more likely to try it themselves. If a food is new to parents and/or caregivers, ask the adults to taste it before you offer it to the children.

- **Encourag food tasting.** Let children wear a sticker saying they tasted a certain food. This encourages other children to taste a new food and gives the child recognition for his or her effort. (Make sure you have enough tastes and stickers for everyone.)

- **Don't force children to try a food.** Forcing children to try foods can foster unhealthy eating behaviors.

2. Promoting Healthy Food Choices at Home

- Preschool children are eager to learn and are self-motivated. Take advantage of their excitement and enthusiasm to share what they have learned with their families.

- Send home healthy recipes for snacks, especially ones the children have tasted or learned about in the clinic. Suggest families make these snacks together at home.

- Encourage parents and/or caregivers to share food experiences with their children by doing related projects with them at home. The Family At-Home Activities section of this kit contains several handouts you can give to parents and/or caregivers to encourage food-related educational activities at home.

- Involve parents and/or caregivers with children's activities in your WIC clinic. This is a great way for them and their children to learn about nutrition and to help caregivers reinforce the activities at home.

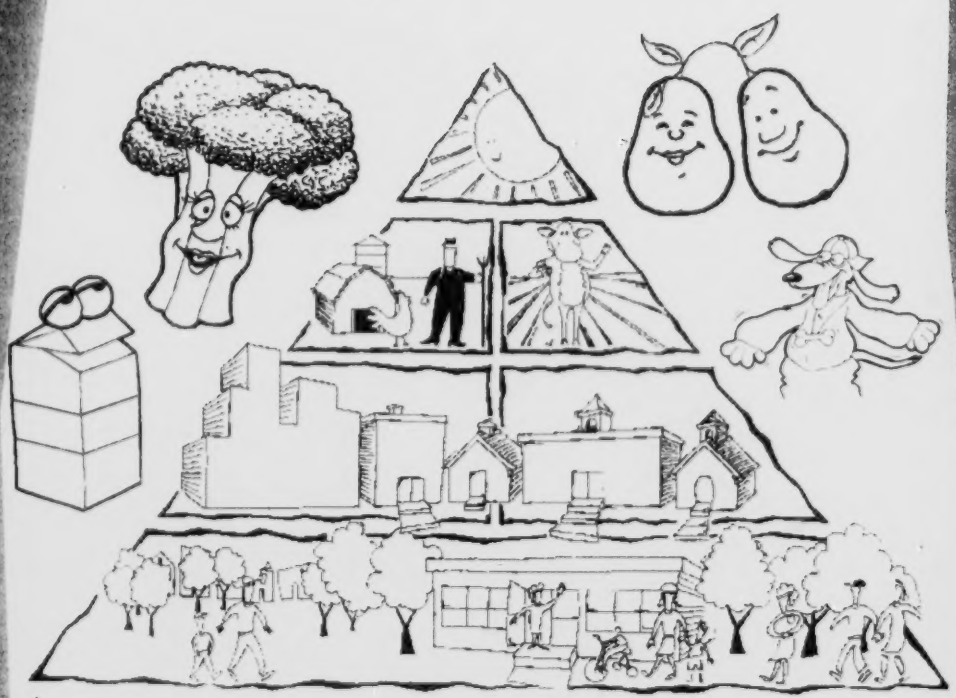
You Can Do It!

You're on your way! At no other time in their lives will children be as interested in what's going on around them and as receptive to developing positive food and nutrition behaviors as they are now. Now is your chance to make a difference in the food and nutrition habits of preschool children *and* their families.

By incorporating the easy-to-implement strategies highlighted throughout this guide, you will be helping children establish a foundation for making positive food and nutrition choices throughout their lives. And they just might discover how much fun trying healthy new foods can be!

In-Clinic Activities

- Introduction
- How To Use the Video Programs
- In-Clinic Activities



In-Clinic Activities

Theme—
We Can Make Food Choices for a Healthy Diet (Variety)

- Getting To Know You—The *Food Guide Pyramid*
- Scrumptious Snacks
- Make Your Own
- My Fantastic Body

Theme—
Food Appeals to Our Senses and Creativity

- Sensational Faces
- A Mystery Bag
- Let's Vote: Taste, Touch, Smell
- Bread, Bread, Bread

Theme—
Nutrition Is the Link Between Agriculture and Health: Where Food Comes From

- Agricultural Celebration Day
- What's Hiding Inside?
- On Old MacDonald's Farm
- Where Oh Where?

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Introduction to In-Clinic Activities

Preschoolers Are Fun

Young children love to play. In fact, play is their "work;" it is how they learn. The activities and video programs in this kit will entertain and amuse preschoolers, while teaching important lessons about food, nutrition, and good health. The activities provide hands-on, concrete learning experiences, enabling the children to understand concepts and lessons in a way that goes beyond their ability with language. (For more information about the emotional, physical, and social abilities of preschoolers, see the Facilitator's Guide section of this kit.)

Flexibility is critical when working or playing with young children. All of the following activities are designed to work in a variety of situations with children of different skill levels, interests, and life experiences. Each activity is accompanied by some options to try to help shape the activity to meet the needs and skill levels of the children in your group.

Team Nutrition Themes

The 12 in-clinic activities in this kit revolve around one of the following Team Nutrition themes and are designed to build on the message of the video segment related to that theme:

Theme I: We can make food choices for a healthy diet (variety).
Video I title: *Different Foods*

Theme II: Food appeals to our senses and creativity.
Video II title: *Food Fun-O-Rama*

Theme III: Nutrition is the link between agriculture and health: Where food comes from.
Video III title: *Milking Time*

Hands-On Activities

The activities enhance the video segments by offering hands-on interactive experiences. They reinforce the messages in the video segments and actively build a positive association to food. The activities are designed to be done immediately following the video segment with the corresponding theme; theme and video segment titles are noted at the top of each activity.

The activities are designed to celebrate food—making use of the tactile, flavorful, scented, visual, and auditory nature of foods. But while exploration and experimentation with food is encouraged, these activities do not tell children to play with food.

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Video Features

The three accompanying video segments are intended to be shown as an introduction to one or more of the related activities. Each video segment runs approximately 5 minutes.

The video segments feature real children: Jesse, Ben, Corey, Annie, and Kim, along with a cast of puppet characters: Beth Broccoli, Paul and Paula Pear, Malcolm Milk, and Cool Puppy Pup. Templates for puppet likenesses are included in this kit (see Artwork section) and may be attached to sticks to make stick puppets, used on mobiles, or on bulletin boards. These puppet characters can help children make the connection between messages in the video they have just seen and the activity they are about to do and help add to a festive atmosphere.

Note: When using the puppet likenesses, it is important to introduce the puppet characters by name because they are not named individually in each of the videos.

Ten Minutes of Fun

Each of the activities in its simplest form can be completed within 10 minutes—start to finish. At the end of each activity are suggestions to enhance the experience, depending upon the amount of time, number of children, and available resources. However, you may want to include time for cleanup, depending upon the number of children and materials used.

You may also want to use the accompanying audiotape of the songs featured in the video segments as part of an activity, as background music for an activity, during transition from video to activity, or as children are entering or leaving the clinic. This is a fun and easy way to create a festive atmosphere while reinforcing the Team Nutrition messages.

Preparation and Planning

Offering food for tasting enhances many of the activities and can help make the clinic experience more memorable. Suggestions for foods to serve and ways to make the experience more meaningful are included. However, if it is not possible to provide food tastings in your clinic, choose from the eight activities that do not depend upon serving food. The message will still come across clearly to the children, but providing food samples helps create a more concrete and fun learning experience.

Some of the activities involve an up-front investment of time to locate and prepare materials. Once the materials are created or located, the time investment to run each activity is nominal.

Specific suggestions for decoration and atmosphere are given as options for most of the activities, but feel free to use your own creativity to transform the WIC clinic environment. Use ceilings, walls, doors, bulletin boards, and floors to bring the clinic alive.

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When serving food to small children, be careful to avoid foods that are choking hazards (e.g., whole grapes, hot dogs, peanuts, raisins, etc.), and always present food in pieces that must be chewed, rather than swallowed whole. When doing activities that involve food tasting, allow time before the activity for children to wash their hands.

And don't forget volunteers. They can be a tremendous help in planning, organizing, preparing for, and even leading activities with children. Ask them to help decorate the children's space, assist with the messier crafts projects, or spend time with a child who needs special attention. You may want to consider involving senior citizens, dietetic interns, students at a Team Nutrition School, and others to help you with your preschool education activities.

Note: Feel free to use the puppet images on any new handouts you create. Likenesses of each puppet are provided in several sizes in the Artwork section of this kit in black and white as well as color.

How To Use The Video Programs

This kit includes a videotape program called "*Tickle Your Appetite.*" It contains three short video segments, each focused on one of the following three Team Nutrition themes:

Theme I: We can make food choices for a healthy diet.

Theme II: Food appeals to our senses and creativity.

Theme III: Nutrition is the link between agriculture and health: Where food comes from.

The video programs feature a cast of real life children of various ethnic origins and colorful puppets. Segments are intended to be shown separately, and then, if possible, followed by one or more of the suggested activities designed to reinforce the message of the video segment. Nutrition educators can also create their own activities to reinforce the videos' themes.

Instructions in each of the following activities offer suggestions for using the video segments to enhance each activity. There are also tips for using the content of the video to spark discussions with preschool children.

Video I: Different Foods

The story opens with Jesse, a young girl who's already gone to sleep for the night. She is visited by four puppet friends: Malcolm Milk, Paul and Paula Pear, Beth Broccoli, and Cool Puppy Pup. The puppets are concerned because Jesse *only* eats bologna sandwiches. They leave the refrigerator in the kitchen and make their way up the stairs to Jesse's room to convince her that eating a variety of foods is fun *and* good for her. Unfortunately, they are "headed off at the pass" by the household hound who does the job for them.

This video segment should be shown before introducing an activity corresponding to Team Nutrition Theme I: **We can make food choices for a healthy diet.**

Theme I activities:

- Getting To Know You: The *Food Guide Pyramid*
- Scrumptious Snacks
- Make Your Own
- My Fantastic Body

Video II: Food Fun-O-Rama

This segment opens in a circus tent and features Ben as ringmaster, Kim as a clown, Annie as a hungry lion, and Corey as a magician who leads the children through challenges and puzzles to reveal the unique qualities of certain familiar foods. The activities featured in the video are comic and dramatic, engaging the imagination of the audience while conveying a positive message about

the taste, feel, and smell of a variety of foods. The magician uses his "magic" wand to demonstrate how foods are often eaten in more than one form such as oranges that can be eaten sliced or squeezed into juice.

Show this segment of the videotape before introducing an activity corresponding to Team Nutrition Theme II: **Food appeals to our senses and creativity.**

Theme II activities:
- Sensational Faces
- A Mystery Bag
- Let's Vote: Taste, Touch, Smell
- Bread, Bread, Bread

Video III: Milking Time

This video segment shows the children shopping for food. As they go through the store looking for the foods on their list, they are magically transported from the supermarket back to a farm where they learn that milk comes from a cow and how vegetables grow. Animal puppets sing country western style, and footage of real foods growing and children milking real cows make the point that food doesn't only come from a store.

Show this segment of the videotape before introducing an activity corresponding to Team Nutrition Theme III: **Nutrition is the link between agriculture and health: Where food comes from.**

Theme III activities:
- Agricultural Celebration Day
- What's Hiding Inside?
- On Old MacDonald's Farm
- Where Oh Where?

Additional Uses of *"Tickle Your Appetite"*

- The music and colorful characters may be fun as part of a demonstration or information booth at a health fair or other community event.

- The songs from *"Tickle Your Appetite"* are also provided on an audio cassette for use in other areas of the WIC clinic, at public meetings, or as background music for other events.

Getting To Know You: The *Food Guide Pyramid*

Cooking Time:

20 minutes preparation

10 minutes to do the activity

Ingredients:

- Colorful pictures of a variety of foods. Laminate or cover them in clear contact paper.
- To make a Food Guide Pyramid, use large paper, oak tag, or poster board—the sturdier, the better. Or if you plan to do this activity often and your clinic does not already own one, you may choose to purchase a more durable Pyramid. (See Resources section for a list of Food Guide Pyramids that are available for purchase.)
- Velcro or double-sided tape.

What's Cooking?

Children can have fun as they are introduced to the *Food Guide Pyramid.* Using a large drawing of the Pyramid with pictures of food attached by tape or Velcro,™ children remove pictures of foods one by one to begin to learn which foods belong in which categories. This activity is particularly fun for preschoolers who enjoy games that involve sorting and categorizing.

Learning Objectives:

- To strengthen food identification (e.g., names of foods).
- To develop the ability to classify and sort food (e.g., rice is a grain, apple is a fruit).
- To build understanding that eating a variety of foods is healthy and fun.

Giving Direction:

1. Before the activity, hang a large Food Guide Pyramid poster in the activity area. Attach colorful pictures of healthy foods in the corresponding area on the Pyramid. Try to show foods that will be familiar to children. (These may be basic foods like eggs or bread, or they may be foods grown locally or foods familiar to ethnic populations in your area.)

2. After viewing the "Different Foods" video, have children sit in a semicircle on the floor. A good way to start the activity is to ask them where on the Pyramid they would find their puppet friends (from the video): Beth Broccoli, Paul and Paula Pear, and Malcolm Milk. (You can use the puppet likenesses located in the Artwork section to help children remember.)

3. Next, have the children take turns coming up to the Pyramid to choose a food they like to eat. Talk briefly about that category, but remember to keep it simple. This activity is designed to introduce children to the Pyramid for the first time and show them that there is a variety of foods that can be balanced to create a healthy diet. They are too young to grasp much information about specific categories.

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Options:

- A fun way to reinforce the message of the *Food Guide Pyramid* is to hang empty food containers (that match the food in the Pyramid) from the ceiling with fishing line or string. Decorating walls and doors with posters and magazine photographs of food can help to bring the environment to life. If you have them, you can display Pyramid posters around the activity area.

- If you have time and storage space, consider making a pretend, child-size grocery store using large, empty cartons such as a television or refrigerator container. Create food sections similar to those found in real grocery stores by cutting out and laminating pictures of foods to put on "shelves" in your pretend store. Children can "shop" for foods from the Pyramid, choosing as their parents do from grocery store shelves.

- A magnetic board is a durable and worthwhile investment to help teach about the *Food Guide Pyramid.* (See Resources section for information on magnetic boards available for purchase.)

- Children enjoy stickers. If possible, consider purchasing *Food Guide Pyramid* stickers. If purchased in bulk, they may be cost-effective. (See Resources section for information on stickers for purchase.)

- If you can provide a snack, it will help to reinforce in children that food and learning about nutrition are fun.

Scrumptious Snacks

Cooking Time:

15 minutes preparation

10 minutes to do the activity

Ingredients:

A variety of snack foods from each of the food groups, such as:

Fruits:
- Cantaloupe
- Fruit juice
- Peaches
- Plums
- Strawberries
- Watermelon

Vegetables:
- Sliced cucumbers
- Sliced sweet peppers
- Radishes

Dairy:
- Cheese cubes
- Hard-cooked eggs
- Yogurt

Grains:
- Dry cereal
- Crackers, graham crackers
- Pretzels
- Plain or flavored rice cakes

Additional materials may include:
- Paper goods for serving and cleanup.
- Butcher paper or other cloth for covering the tables.

What's Cooking?

This activity introduces children to a variety of snacks that are healthy, delicious, and fun to eat. Some foods are familiar, others new, but all can be part of a healthy diet.

Self-esteem is fostered as the WIC Educator asks children what they like and why. The activity also encourages children to try new foods and provides an opportunity to talk about snacks and why they are important, providing energy to run, jump, grow, and think.

Learning Objectives:

- To increase exposure to and develop tastes for new foods.
- To build verbal and listening skills.
- To encourage children to form opinions about food and to express them to others.
- To build confidence in identifying foods.

Giving Direction:

1. After viewing the "Different Foods" video, lay out a variety of snack foods on a table or counter in the WIC clinic activity area. You may want to reinforce the message of the video by asking children what one food they eat the most. Ask if they think they would stay healthy if they ate only that food (as Jesse in the video ate only bologna sandwiches).

2. Have children wash their hands.

3. Ask children to choose a new food or one of their favorites from the snacks provided. Invite them to come to the table one at a time and tell why they chose it. Help the child describe the food. After choosing, encourage the child to eat the snack and "show us how much you like it" by facial expression, rubbing tummy, etc.

   Note: If children do not wish to speak in front of the group or do not want to come up to the table, you can alter the activity by passing out snacks and asking for a show of hands to answer simple yes/no questions such as: Who likes this? Who doesn't? Is it sticky? Is it sour? Is it sweet?

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Options:

- Cut out, color, and post the picture of Cool Puppy Pup saying , "I need a snack!" (in Artwork section). To extend the memory of this lesson, you may want to make enough pictures of Cool Puppy Pup to give one to each child to take home.

- To set the mood for a scrumptious snack, it is welcoming to have a basket of fresh apples, tangerines, and bananas (or other fruits that are in season) at the front desk or intake area of the clinic. A table or countertop can be set up for preparing and serving the snacks by covering it with a tablecloth.

- Give each child an "I Tried It" sticker to reinforce the positive message of trying new foods. These can be made simply from blank address labels using colorful magic markers or sparkle pens.

Make Your Own...

These craft projects will help to reinforce positive nutrition messages at home. Preschoolers are particularly thrilled with their own artwork if it is useful. In this activity, children make items they can take home and use repeatedly: a place mat, a mobile, and a "healthy snack" box.

Each of the projects features puppets from the videos. The puppets serve as friendly reminders of the nutrition messages in the videos as well as of the fun the children had at the WIC clinic.

You may want to make one of each of the creations (mobile, place mat, and/or snack box) to have on hand as an example for the children and to provide creative inspiration.

Note: Each of these activities can be done by children alone (with a WIC Educator supervising) or with their parents and/or caregivers or a volunteer helping. Activities will benefit both child and adult and offer an opportunity for a shared, positive experience around food.

Learning Objectives:

- To expose children to a variety of foods and their places in a healthy diet.
- To reinforce and extend the messages from the accompanying video.
- To build self-esteem as children create useful items.

Make Your Own... Mobile To Take Home!

Cooking Time:
20 minutes preparation

10 to 20 minutes to do the activity

Ingredients:
- Hangers
- String (precut, in varying lengths)
- Templates of puppets (see Artwork section)
- Pictures of foods or small empty food containers

What's Cooking?

Using simple materials, children create mobiles to hang in their own homes. These mobiles feature cutouts of their puppet friends, Malcolm Milk, Paul and Paula Pear, Cool Puppy Pup, and Beth Broccoli, repeating messages from the video segments. This is a long-lasting, colorful, and fun reminder that there is a variety of healthy foods to choose from.

There are endless theme possibilities for making mobiles (fruits, dancing vegetables, breakfast foods, farm animals, *Food Guide Pyramid,* etc.). Choose one (or more) that will be familiar to the children in your area or that corresponds to a theme at your clinic.

Note: Invite parents and/or caregivers or volunteers to help the children with this activity. Younger children will need help threading and tying string.

Giving Direction:

1. Cut out pictures of foods and likenesses of puppets from the video (see Artwork section). Make enough copies for each child to have at least one puppet character. Photocopy these onto heavy paper stock and punch a small hole at the top of each picture. Cut four or five pieces of string of varying lengths for each child.

2. Describe the activity and distribute materials to the children and their parents and/or caregivers. Show them how to thread the string through the hole at the top of the picture; then tie the string with the picture onto the hanger. Repeat this step until the hanger/mobile is complete.

3. As they are working on their mobiles with their parents and/or caregivers, talk to the children about the theme that you have selected. Ask them about puppet characters in the video and who are their favorites and why. What were those characters trying to say?

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4. Help children to balance their mobiles. They will need help from you or another adult. If children do not have time to complete their project, provide plastic or paper bags for them to carry it and finish at home, along with simple instructions for parents and/or caregivers.

Option:

- Use small, empty food containers instead of pictures of foods. Attach them with string to the mobile.

Make Your Own... Healthy Breakfast Place Mat!

Cooking Time:
20 minutes preparation

15 minutes to do the activity

Ingredients:

- Place mat template (see Artwork section)
- Pictures of foods
- Clear contact paper
- Glue sticks
- Crayons

What's Cooking?

By making their own place mats, children will take home a custom-designed nutrition education messenger. With help from their friend Cool Puppy Pup (dog puppet featured in the videos), children select their own breakfast menu for display on their take-home place mats.

Giving Direction:

1. Photocopy enough place mats and pictures of Cool Puppy Pup for each child to have a place mat. Cut out pictures of foods children might choose for breakfast.

2. Ask children to sit in a circle on the floor. Pass out blank place mats and explain the activity. Distribute glue sticks, one for every child, if possible. Talk briefly about the foods and ask children to glue their favorite foods onto the place mat. Another option is to ask children to draw their favorite breakfast foods on the place mat.

3. As they are working on their place mats, talk about the importance of eating a healthy breakfast and the wide range of breakfast food choices. Refer to the puppets in the video, and remind children of the message the puppets deliver about the fun of eating a variety of foods.

4. Applaud children for caring so much about eating a healthy breakfast. If there is not enough time to color or the children prefer to color the place mats at home, give them the clear contact paper to take with them. This will allow them to reuse the place mats every day as a happy reminder of how much fun breakfast can be. If they complete their place mats at the clinic, cover them with contact paper before the children leave.

Note: Explain to parents and/or caregivers how to cover the place mats with clear contact paper to help preserve them. Be sure to remind them to wipe the place mats with a damp cloth to clean them because they can be damaged if they are immersed in water.

Make Your Own... Snack Box!

Cooking Time:

20 minutes preparation

10 to 20 minutes to do the activity

Ingredients:

- Containers appropriate for use as snack boxes such as clean shoe boxes lined with aluminum foil, plastic food containers, paper bags (one per child).
- Materials for decorating snack boxes: stickers, magazine cutouts of foods, drawings of the *Food Guide Pyramid*, pictures of puppets featured in the accompanying video (see Artwork section), pictures of fruits or other favorite snacks, colored tissue papers, and other art supplies like washable markers, crayons, glue sticks, stickers, and sparkles.

What's Cooking?

Children love snacking, and snacks (e.g., fruit, cheese, pretzels, etc.) can provide important nutrients and calories for growing children. This activity encourages nutritious snacking as children make a personalized container to hold delicious snacks. (Snacks should always be stored in appropriate materials [i.e., plastic bags, aluminum foil] inside the snack box.)

Giving Direction:

1. Give each child a container to use for a snack box.
2. Invite children to use the art supplies to decorate snack boxes using drawings or anything else that appeals to them.

Options:

- You may want to provide pictures of foods that reflect the ethnicity of some of the children in the group.
- After children have decorated their snack boxes, you can organize a "show and tell" of the variety of foods they have chosen as decorations and discuss what foods they might put in their boxes when they get home. Remind children and parents and/or caregivers that if a snack box contains perishable foods, the snack box must be kept refrigerated.
- If possible, pass out a snack to put into the new snack boxes.

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My Fantastic Body

Cooking Time:
15 to 20 minutes preparation

10 minutes to do the activity

Ingredients:

- Large sheets of paper such as butcher paper
- Pictures of foods (use drawings in Artwork section or colorful pictures from magazines)
- Crayons or washable felt-tip markers
- Scissors (blunt—for use by the WIC Educator only)
- Glue stick or tape

What's Cooking?

Preschool children are increasingly aware of their growing bodies. They will enjoy seeing the connection between eating a variety of foods and growing bigger and stronger.

In this activity, the children attach pictures of foods from each of the food groups onto a traced child-size silhouette to discover that a variety of foods "makes me, me." This is a hands-on learning experience that personalizes food choices, nutrition, and the human body.

Learning Objectives:

- To develop the connection between eating food and growing big, strong, and healthy.
- To build awareness of the human body and its need to be strong on the inside as well as outside.
- To foster a sense of personal pride in growing healthy and strong.
- To strengthen food identification, naming, and sorting skills. Builds awareness of food groups and variety within those groups.

Giving Direction:

1. Before the activity, cut out food pictures. Try to have at least one food from each of the food groups per child. Separate pictures by food group, and store them in a bag or envelope until just before the activity begins.

2. After showing the video segment "Different Foods," ask the children how many of them eat the same foods every day? How many like to eat different foods?

3. Ask parents and/or caregivers or volunteers to help the children trace each other's bodies onto the large sheets of paper so the children can work from the actual drawing of their own body form. This activity will also help develop their fine motor skills.

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4. Display the pictures of foods categorized by food group. Ask the children to choose pictures of foods from each group, and glue or tape them inside their body outlines.

5. Ask the children to show the group their "body," and name the foods they placed inside. Children may take home their silhouettes to remind them to eat a variety of foods to stay healthy inside.

6. You can help children visualize how foods help bodies to grow strong and stay healthy by referring to the book *Go, Glow, Grow*. (See Resources section for information on where to get *Go, Glow, Grow*.) Show pictures of foods such as breads, rice, noodles, and tortillas that help children GO; fruits and vegetables that make hair shine and eyes sparkle, helping children GLOW; and foods like milk, cheese, chicken, fish, and meat that help children GROW.

Options:

- If you do not expect help from parents and/or caregivers or volunteers, before the activity you can ask a 3- to 4-year-old child of average size to lie down on the large sheet of paper while you trace around her/him to make a line drawing. Trace enough copies of this drawing so you will have a silhouette for each child in the group.

- If you don't have time or resources to make a silhouette drawing for each child, you can use one drawing and have each child choose a food to tape or glue onto the body. Instead of giving the drawing and food pictures to a child to take home, post it on a bulletin board or other prominent place in the WIC clinic.

- This activity offers a good opportunity to talk about and distribute the book *Go, Glow, Grow*. Children will be thrilled to have a book that they can take home and keep.

- You can make a stick puppet from the puppet likeness of Beth Broccoli saying, "It's really cool to eat lots of different foods!" (See Artwork section.) Have children repeat the phrase with you and "Beth" each time they place a food on the silhouette. This verbal reinforcement will help children remember the message.

- If time allows, you can trace a silhouette of an adult body onto a large sheet of paper. Add the variety of healthy foods that you eat and hold up the drawing. Compare the size differences between the child and adult silhouettes as you emphasize that eating well helps our bodies to grow big and strong, both inside and out.

- Another good way to reinforce the message is to decorate the activity area with magazine photographs or drawings of the human body. Sports-related or food advertisements work well. Or you may want to cut out, color, and hang pictures of the puppets from the video saying, "It's really cool to eat lots of different foods!" "Food is fun to eat!" "Real cool kids like variety!" and "Eating lots of different foods helps you grow big!" (See Artwork section.)

Sensational Faces

Cooking Time:
10 to 15 minutes preparation

10 minutes to do the activity

Ingredients:
You can use foods that are easy to work with and convenient to obtain. For example:

- Face—sliced bread, bagel, tortilla, rice cake
- Eyes and mouth—dry cereal, bean dip, pitted olives, peanut butter
- Nose—banana slices, the hole in the bagel is a natural "nose"
- Ears—dry cereal, banana slices
- Paper plates

For artistic effect, children can make hair from shredded cheese, peanut butter, salsa, or dried cereal.

Provide fruit juice or another drink to serve with the snack.

What's Cooking?

Children at this age are naturally curious about faces. They love looking at themselves in the mirror, making funny faces, and copying people around them.

In this activity, children learn to identify the dominant facial features related to their five senses by using familiar foods to create delicious "face" snacks to pick up and eat.

Learning Objectives:

- To communicate that food is fun to make and eat.
- To develop new food tastes.
- To build body awareness: recognition of facial features and their connection to the five senses—nose (smell), ears (hearing), eyes (sight), mouth (taste), mouth and hands (touch).
- To introduce color, shape, and texture.
- To strengthen mathematical (counting and patterning) skills. (We have two eyes, two ears, one nose, one mouth, and a certain number of teeth, depending on our age.)

Giving Direction:

1. Before the activity, construct a food face to use as an example for children.

2. Give each child their own face ingredients on a clean surface like a paper plate. Cover your workspace with a disposable cloth or large sheets of butcher paper.

   Note: It is helpful to seat children with their paper plates and the face-making ingredients in front of them.

3. After viewing the video "Food Fun-O-Rama," give each child a blank food face (sliced bread, bagel, tortilla, or rice cake). Explain that they will be making a face snack to eat with their hands.

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4. Repeat the refrain from the video "Can You Tell By Taste, Touch, Smell?" (You may want to use the puppet likenesses located in the Artwork section,) Explain that taste, touch, and smell help us to tell whether we like certain foods. You can point to your eyes and say that we see food with our eyes. We see different colors, shapes, and sizes. Point to your nose and talk about how we smell food with our noses. We hear with our ears (point to your ears) the sounds that food make, like crunch, snap, or slurp. We discover whether food is hard, soft, smooth, or rough by touching it with our fingers or tongues. We taste whether food is salty, sweet, sour, bland, or spicy with our tongues (point to your mouth).

5. Have the children add each facial feature you describe to their "faces." Continue with this until children have completed their faces. As you point to each part of your face, you can ask children to look at the other children in the group and notice how everyone's features are different.

6. Ask children to look at their neighbor's food portrait. Invite everyone to eat their snack, and compliment children on the good job that they have done.

Options:

- If it is not possible to provide actual foods for this activity, try collecting pictures of foods that could be glued onto paper plates to form faces. Use this activity to discuss the functions of our facial features to experience food, as described above.

- To prepare the clinic for the sensational faces activity, consider some or all of the following to help create a festive and conducive environment:

  - Locate and clip photographs of faces, preferably those of children from a variety of ethnic groups, to decorate walls and doors.
  - Place a mirror in the clinic so children can study their own faces.
  - Play the song "Taste, Touch, Smell" from the audio tape provided in this kit.
  - Take pictures of children to post on a bulletin board entitled, "Sensational Faces."

A Mystery Bag

Cooking Time:
10 minutes preparation

10 minutes to do the activity

Ingredients:

- Paper lunch bags (Mystery Bags)
- Some suggestions for food to include in the bag are:
  - Cinnamon-raisin bagel (featured in video)
  - Open jar of peanut butter (featured in video)
  - Orange, cut in half (featured in video)
  - Red or green pepper
  - Lemon, sliced in half
  - Salted pretzels
  - Celery with tops left on
  - Swiss cheese (in plastic wrap)

What's Cooking?

This activity illustrates the sense of taste, touch, and smell. Children feel and smell the contents of several Mystery Bags to guess what food is inside. Each Mystery Bag contains a food that is familiar to most children. Focusing on just one sense at a time, children will uncover what mystery lies inside.

Learning Objectives:

- To encourage children to appreciate and differentiate among food flavors.
- To increase knowledge of the variety of food tastes.
- To increase enjoyment of food through the senses.

Giving Direction:

1. Before the activity, make six or more Mystery Bags. To do this, fill bags with one of the foods chosen from the list above (i.e., one food per bag). Choose foods according to the season and which sense you would like to emphasize, or you may want to choose foods that reflect the ethnicity of the children in the group. Avoid messy foods, or wrap them carefully.

2. To reinforce the messages from the video "Food Fun-O-Rama," copy and attach to the bags likenesses of the puppets saying "Can You Tell By Taste, Touch, Smell?" (see Artwork section) or make a stick puppet using the puppet likeness provided.

3. After children have seen the video, pass the Mystery Bags around the circle one at a time. Ask each child—without looking inside—to touch the contents and then smell what is inside. (Because many children at this age may not want to close or cover their eyes, you can ask them to look away while they hold the slightly open bag to their noses.) Once they have smelled and touched the contents, they should be able to guess the food. You can encourage the children to join you in saying, "Can You Tell By Taste, Touch, Smell?" before each guess. Children may guess aloud at any time.

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Note: For older children, ask them to guess by just smelling the contents. If they are unable to do this, they can feel it and guess. If children are very young, consider displaying matching food items for children to see while they pass around the Mystery Bag.

Options:

- If you have the resources, children will enjoy tasting samples of the "mystery foods" after they have made their guesses. Talk about how the food feels, smells, and tastes as the children eat. For sanitary reasons, be sure that children wash their hands before eating and that food for tasting is fresh—not the food used for feeling and smelling in the Mystery Bags.

- You can create an atmosphere that immerses children in a sensory experience by displaying photographs of luscious foods that emphasize the five senses, especially taste, and/or hang empty food containers from the ceiling with fishing line.

- If you do not want to make Mystery Bags, you can describe a food to children, adding clues about the sensory nature of that food until they are able to guess which food is being described, as is done in the corresponding video program.

- Make other types of mystery containers using containers such as margarine tubs with holes poked in them for smelling food or a sock over a cardboard cylinder like an oatmeal box for touching food.

Let's Vote: Taste, Touch, Smell

Cooking Time:
20 minutes preparation

10 minutes to do the activity

Ingredients:

- Three or more fruits and vegetables, all similar in color
- Knife and cutting board

What's Cooking?

Noisy foods are fun to eat. In this activity, children increase their appreciation of how the senses of sight, hearing, and touch help us enjoy foods by voting on which foods they guess are the noisiest to eat, most colorful to look at, or smoothest to touch.

Learning Objectives:

- To strengthen the senses of sight, hearing, and touch.
- To increase knowledge about the varieties of fruits and vegetables.
- To enhance social skills.

Giving Direction:

1. Decide which fruits and vegetables you would like to present. Place the produce in a row on a cutting board. Three from each color category is a good number. Fruits and vegetables will vary with the season, but the following may be used as a guide:

   RED: apples, strawberries, tomatoes, red peppers, radishes

   GREEN: spinach, broccoli, watermelon, celery, green pears

   WHITE: potatoes, jicama, mushrooms, turnips, cauliflower

   Some foods are one color on the outside and another color on the inside. You may want to cut open several of the fruits and vegetables, such as watermelons or radishes, to demonstrate the change and variety within a single food.

2. After children have seen the video "Food Fun-O-Rama," tell them that they are going to play their own "Food Fun-O-Rama" game using the foods on the cutting board or counter. Ask them if they can name the foods. Many may be unfamiliar to them, which is fine.

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3. Review with the children how they use their eyes, ears, and fingers to learn more about foods. Explain what voting is, and tell them that each of their opinions or votes is very special. Ask them to use only their eyes, noses, or fingers to rate the foods on the sensory element you choose (i.e., brightest, crunchiest, smoothest, best smell). Children can raise their hands to say which food they think should win in contests such as:

   Red foods: Children could vote on "the brightest red" among the red produce.

   Green foods: Children can vote on which among the green produce they think will make the loudest sound when they eat it.

Options:

- Invite children to touch food before voting.

- If some children seem hesitant to vote, suggest that they point to their choice.

- If you have the resources, children will enjoy tasting the "winning" foods. For sanitation reasons, wash the fruits and vegetables that were touched, or have enough untouched food on hand for every child to have a taste.

  Note: When serving food to small children, be careful to avoid foods that are choking hazards (e.g., whole grapes, hot dogs, peanuts, raisins, etc.) and always present food in pieces that must be chewed, rather than swallowed whole.

- Beth Broccoli or another puppet can serve as host for this game. Cut out the puppet likeness (see Artwork section), and attach it to a stick to make a stick puppet which can also serve as a pointer for showing children the item that is currently being voted on.

Bread, Bread, Bread

Cooking Time:
20 minutes preparation

10 minutes to do the activity

Ingredients:

- Buy a variety of breads from around the world. These can include challah, lavash, bagel, baguettes, pita, rye bread with caraway seeds, pumpernickel, sourdough, whole-wheat bread with wheat berries, poppy seed bread sticks, sliced oatmeal bread, Italian, and Afghan (and/or anything else available in your community).

What's Cooking?

Grains, which form the basis of bread, are the foundation of our diet. This activity exposes children to a wide variety of breads—different shapes, sizes, flavors, and colors—representing cultures and countries around the world. Children will be amazed by the enormous variety of breads, learning that many foods—in this case, bread—come in a variety of forms.

Learning Objectives:

- To build recognition of grain products in a variety of forms.
- To increase awareness of similarities and appreciation of differences among a variety of cultures.

Giving Direction:

1. Fill one or more baskets with a variety of breads.

2. After viewing the video "Food Fun-O-Rama," ask the children what foods start out as one thing and can become another. (Refer to the video: peanuts can become peanut butter; oranges can become orange juice.)

3. Talk to the children about the breads in front of them that all look different but are still "bread." Select a few examples from the basket of breads displayed in front of you, and tell them where the bread comes from and what it is made from. Ask the children what their favorite kind of bread is. What do they like to put on top? Ask them to identify the ones that they think are the funniest to look at. Ask them which they would like to taste. Put that one/those aside to serve as a snack.

4. Cut several of the children's favorite breads, and serve small pieces. As the children are eating, ask them what other foods come in a lot of different forms. Be prepared to give suggestions such as apples: apple pie, applesauce, apple butter, apple juice, etc.

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Options:

- To set the mood, you can decorate the clinic activity area with photographs from food magazines of different breads, people making or baking bread, bread sculpture, wheat stalks, wheat fields, etc.

- You may prefer to use different types of sliced bread—all commonly available in the grocery store: white, oatmeal, whole wheat, rye, pumpernickel, cinnamon raisin, etc. All these breads have some characteristics in common and all are likely to be familiar to the children, but all taste and look a little bit different. (By purchasing several loaves of different sliced breads, you can do this activity many times a day for very little cost.)

- Buy or borrow from the library the book *Bread, Bread, Bread* by Ann Morris—a children's book that also comes with plastic breads, or another source of bread models that can be used to create a display. If time permits, read it aloud to the children. If there is not enough time, you can write down the title and author of the book on a card for parents and/or caregivers to take home to help them find the book in their local library.

- If there is an oven in the clinic, consider baking a loaf of bread so that the aroma permeates the activity area. (Store-bought, oven-ready doughs could be used and will require less time for preparation.)

- You can extend this activity by sending home an easy quick-bread recipe for children and parents and/or caregivers to make together.

- If you have the resources, you may want to purchase Play Dough. Pass out the dough, and ask children to choose their favorite bread to make with their Play Dough. They may also work from the pictures or plastic bread in *Bread, Bread, Bread*. Children can take their "breads" home. The air will naturally harden the Play Dough, making it a permanent reminder of what they learned at the WIC Clinic.

- If you plan to serve bread as a snack, you may want to buy all-fruit jelly or peanut butter (enough for each child to have some on a piece of bread) as well as an all-fruit juice, milk, or water for a drink.

Agricultural Celebration Day

Cooking Time:
20 minutes preparation

10 to 20 minutes to do the activity

Ingredients:

- Selection of party snacks from plants and animals. These can include cut-up fruits (cantaloupe, apples, oranges, pears) with yogurt or peanut butter dips, cheese on rice cakes, or fruit popsicles made from 100 percent juice in ice cube trays.
- Seeds for each child, such as lima beans, that are easy to grow.
- Paper cups or other container that can be taken home.
- Potting soil (or appropriate soil) for the seed you choose.

What's Cooking?

People around the world celebrate the harvest with special holiday feasts. This WIC Clinic party celebrates the good foods that the Earth has given us by providing treats such as apples and honey, wheat products, or any fun foods in season. The experience becomes hands-on as WIC Educators demonstrate the growth process by helping children plant a seed and showing them how to care for it as it grows.

Learning Objectives:

- To strengthen understanding that food comes from plants and animals.
- To build awareness that food is a direct benefit of agriculture.
- To develop a positive belief that healthy eating is fun.

Giving Direction:

1. Before the activity, select a theme and foods to serve for your agricultural celebration. Gather materials you will need (food, planting containers, plates, utensils, tablecloths, and other party items). Arrange the activity space to appear as festive as possible.

2. After showing the video "Milking Time," ask children to talk about where they think food comes from. If children are hesitant to talk, ask questions about specific foods. Or refer to the video, asking where other foods in the supermarket might come from "first."

3. Gather the children around the planting area (an empty table or desk works well). Distribute planting materials and seeds to each child. Help the children and show them how to prepare the soil, plant their seeds, and water their plants. Give each child simple plant care instructions to take home.

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4. Serve a snack, reminding the children where the food came from "first." You may want to choose a snack related to your party theme. Consider seasonal celebrations (i.e., using Indian corn for decoration and serving pumpkin muffins in Autumn).

Options:

- Each WIC Clinic can emphasize the specific harvest holiday that represents a dominant ethnic group from their area, or host a party that represents all cultures. This celebration can feature fruits, vegetables, and grains—any aspect of harvest.

- Be as creative as you like to transform the environment. You can use the puppet characters from the video to reinforce messages: Beth Broccoli says, "Food doesn't just come from a store!" (See Artwork section for puppet drawings.)

- If possible, find pictures that show where apples and other fruits grow. You can place them around doorways so that as children walk in they feel the excitement of entering a different environment. Colorful pictures can turn a WIC Clinic entranceway into a cabbage patch or wheat field. You can even hang stalks of corn or wheat!

- You can enhance the party atmosphere with any or all of the following:
  - Crepe paper for decorating the clinic activity space
  - Pictures of foods being harvested
  - Picture books related to the party theme
  - Baskets of seasonal fresh fruits and vegetables
  - Corn or wheat to hang or prop up
  - Tablecloth
  - Music: cassette tape of "Milking Time" (provided in this kit) or radio/tape/disc recording that reflects the mood of the party

  Note: Avoid balloons because they are a choking hazard for young children.

- You can use blank address labels to make "I Tried It" stickers for each child who tastes a new food served at the party.

- A great selection of children's books is provided in the Resources section.

What's Hiding Inside?

Cooking Time:
20 minutes preparation

10 minutes to do the activity

Ingredients:
Choose some familiar and some unfamiliar foods from the following categories:

- ***Seeds we eat come in:*** Bananas, peas in a pod, kiwi, berries, cucumbers, eggplant, tomatoes, pomegranates
- ***Seeds we do not eat come in:*** Peaches, mangos, cherries, oranges, tangerines, lemons, limes, avocados, acorn or butternut squash, cantaloupe, watermelon, and other melons

Additional materials that may be needed:

- Knives and cutting boards
- Napkins or paper towels

What's Cooking?

What is inside that odd-shaped green vegetable? What is inside can be a mystery and a whole new world opening up for children. Children will uncover some of the wonderful discoveries of nature as they explore the insides of familiar and unfamiliar vegetables and fruits.

From looking at the outside, children can guess whether the food has seeds inside—and if so, whether they are edible (e.g., a tomato or cucumber). They will also learn that the seeds inside are what is used to grow new plants.

Learning Objectives:

- To build awareness that fruits and vegetables grow from seeds planted in the ground.
- To strengthen recognition of the variety of fruits and vegetables.
- To develop observation skills.

Giving Direction:

1. Set up the activity area with baskets of fruits and vegetables from the preceding "Ingredients" list. Add fruits and vegetables that are in season. Place several examples from each category on a cutting board. Include enough so that every child (and accompanying adult) can taste something.

2. After children have seen the video "It's Milking Time," talk with them about how the fruits and vegetables are grown on a farm from seed. (It may be helpful to refer to the carrot pulled from the ground in the video.) Ask what other foods come from the ground. Mention that some seeds are easy to grow in the ground in a child's own backyard or in a window box. Explain that most vegetable plants do have seeds, but often the seeds are not in the part of the plant that we eat.

3. Cut open each food, and ask a child to try to find the seeds inside. Explain that plants produce these seeds for new plants to be able to grow. Talk about which seeds we eat and which ones we do not.

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4. Pass out cut-up fruits and vegetables for everyone to look for the seeds (edible, seeded foods only) and taste one. Encourage children to talk about what they see and taste.

Options:

- If it is not possible to offer food for tasting, you can use photographs of fresh produce from magazines or seed catalogues.

- To create an exciting atmosphere, try displaying large, colorful pictures of the outside and inside of fruits and vegetables. Or you can present a large wicker basket filled with fruits and vegetables for children to touch.

- If time allows, ask children which fruits have juice hiding inside. Serve orange juice, grapefruit juice, or lemonade with the cut-up fruit and vegetable snack.

- If you have fresh peas in the pod, cut open a pea to pass around. Point out the baby plant inside. (You can also pass around a magnifying glass.)

- Suggest that when parents and/or caregivers leave, they take a walk with their child and look in nature to find any seeds that are growing outdoors such as berries or pods. Warn children not to pick or eat anything but just to enjoy looking.

  SAFETY NOTE: Remind children that many plants may not be eaten and that they must ask an adult before tasting any plants not found in a market.

On Old MacDonald's Farm

Cooking Time:
5 minutes preparation

10 minutes to do the activity

Ingredients:
This activity requires no "Ingredients" other than creativity and the willingness to lead the song. See Options that follow for ways to enhance the activity.

What's Cooking?

Recreate "Old MacDonald Had a Farm" with a twist, singing as a group to illustrate how many foods come from the farm. Singing will engage children and move them to thinking about where familiar foods actually come from.

One example could be:

Old MacDonald had a farm—E-I-E-I-O
And on this farm he had some chickens—E-I-E-I-O
And on this farm the chickens laid some eggs—E-I-E-I-O
With a cluck, cluck, here and a cluck, cluck there
Here a cluck, there a cluck, everywhere a cluck, cluck
Old MacDonald had a farm—E-I-E-I-O.

This will stir up a great deal of laughter and creativity. You can also invite children to move their bodies with each verse (for example, strut like a chicken, pretend they are picking apples from a tree or pulling carrots out of the ground).

Learning Objectives:

- To strengthen recognition and awareness of where food comes from.
- To build language development.
- To build large motor skills.

Giving Direction:

1. After children have seen the video "It's Milking Time," ask them what foods come from a farm. (Refer to the video where Mary Moo (cow puppet) was being milked or the carrot was being pulled from the ground.) If there are older children in the group, you can ask them which foods come from farm animals and which ones come from plants and trees.

2. Sing or play "Old MacDonald Had a Farm" for the group. Explain that animals, plants, and trees produce most of the foods we eat.

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3. If you have decorated the clinic activity space (see Options that follow), ask children to look around the room to find animals and pictures of foods growing on the farm and to look at the fresh fruits and vegetables that you have on display.

4. Begin the song and ask children to sing along. You may choose to keep the song very simple, and list the possible foods that come from the farm. If the children are a little older, you could add foods that are made from the original farm food (i.e., cheese and yogurt from milk).

On his farm, Old MacDonald might have:

COWS, which give us MILK that we DRINK and use for making CHEESE and YOGURT. The cow also gives MEAT that is ground for HAMBURGERS.

CHICKENS, which lay eggs that we make into SCRAMBLED EGGS or EGG SALAD.

Fields of CORN, which we boil on the COB or make into CORN FLAKES and CORN BREAD.

Fields with TOMATOES, which we slice for SALAD or make into tomato SAUCE or SOUP.

Orchards with FRUIT trees and vines. APPLE trees give us apples for eating WHOLE, making JUICE, and making APPLESAUCE. ORANGES are good for eating and for making into JUICE.

Options:

- You may want to cut out and color the picture of one of the puppets from the accompanying video (see Artwork section) to use as a stick puppet to help you lead the song. When you point the puppet at a child, he or she can sing the E-I-E-I-O chorus louder than everyone or act out the animal in the song.

- It's fun to decorate the WIC clinic activity area as a working farm, using our puppet friends (see Artwork section for puppet likenesses) and photographs of chickens, cows, goats, pigs, fruit trees, bushes, vines, and other plants that produce fruits and vegetables. Children will be very interested in farm props such as buckets, gloves, and tools or pictures of tools and machinery such as tractors. Adding baskets, containers, and other implements that might be used for picking and harvesting will really give the clinic a farm feel. You can put up pictures of people growing grains, fruits, and vegetables; picking berries; and getting foods in ways that are different from shopping in the market.

- If the group is a manageable size, ask the children to follow you as you march around the room singing. A variation could include clapping hands or making motions to lift their arms to pick apples from the tree above their heads or bend down to pick the carrots from the ground. This will help engage the children and encourage learning and having fun at the same time.

- If you have the resources, the children will enjoy a snack of foods featured in the song.

Where Oh Where?

Cooking Time:
20 minutes preparation (one time only)

10 minutes to do the activity

Ingredients:
- Oak tag or poster board
- Pictures of food
- Masking tape
- Double-sided tape
- Actual foods, pictures of foods, or empty food containers

What's Cooking?

Pictures of food sources are drawn or taped on round discs, which serve as "bases" for children as they "jump for joy" (or hop, slide, walk,) learning where foods come from. The bases reflect the food group categories as featured in the accompanying video: chicken with egg, cow, fruit tree, and vegetables. When the WIC Educator says the name of a food, children move as quickly as possible to the correct food source base. For example, egg would be traced to "chicken with egg." This is an excellent activity for preschoolers, who learn best when physically engaged, and will help develop gross motor skills.

Learning Objectives:

- To strengthen understanding that food comes from animals and plants.
- To build gross motor development.
- To develop listening skills.
- To build awareness of food groups.

Giving Direction:

1. Before the activity, cut out large circles or squares from oak tag or poster board to serve as bases. Cut out and attach to the bases pictures of food sources from the templates provided in the Artwork section. If you plan to reuse the bases, they can be laminated or covered with clear contact paper.

2. Find pictures of foods that are derived from the following sources. Select mostly foods that you think the children will recognize. Examples include:

   - Chicken with egg: baked chicken, chicken nuggets, hard-cooked egg, scrambled egg
   - Cow: milk, yogurt, cheese, hamburger, steak
   - Fruit trees: apples, oranges, grapefruits, peaches, pears
   - Vegetables: potato, lettuce, tomatoes, corn, carrots

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3. After children have seen the video "Milking Time," ask them which foods in the video came from a farm. What other foods come from a farm? While you're talking with the children, place the bases around the room in a circle (or any pattern that suits your space). Secure bases in place with double-sided tape.

4. Call out the food and show the food, the picture of food, or the food container. Then ask children to go to the base related to the food. They can hop, then skip, then walk, and use other fun ways of moving.

5. This activity is complete when each base is used and/or 10 minutes have passed.

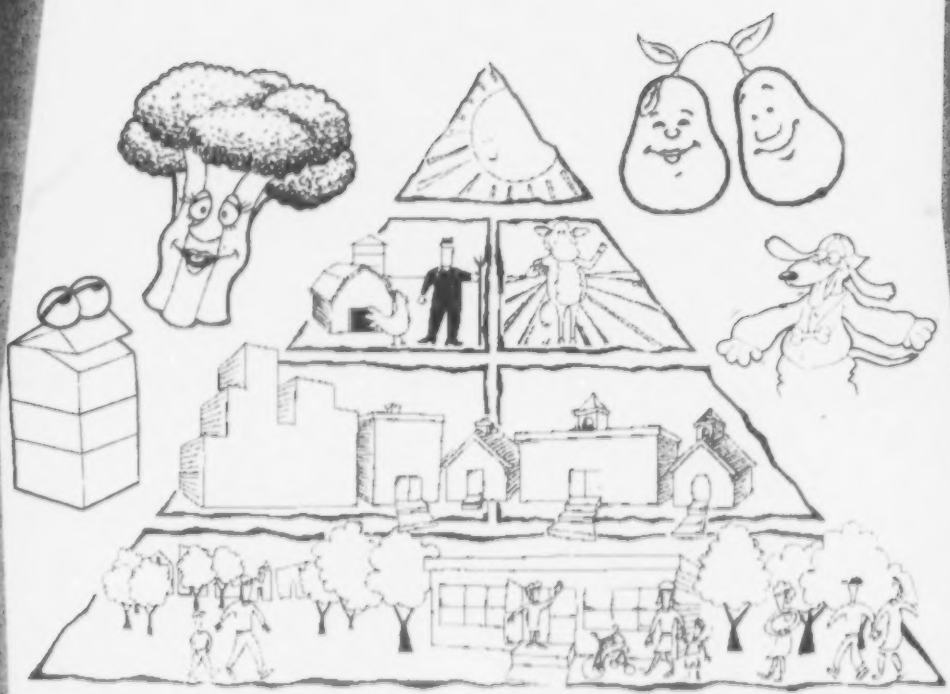
Options:

- Cut out the pictures of Beth Broccoli and/or Malcolm Milk (in Artwork section) saying, "Milk comes from a cow!" Hold up the picture(s) of the puppet(s), or attach the picture to a stick to make a stick puppet. Then before each new food is announced, have the children join you as you say, "Food doesn't just come from a store!" and "You can't milk a store!" This is a fun and active way to help children remember the basic message.

- To build excitement and reinforce the message of this activity, you can hang posters and magazine pictures of chicken and egg products; dairy products; fruit trees; and vegetable plants.

Family At-Home Activities

- Introduction
- Family At-Home Activities



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Family At-Home Activities

Theme—
We Can Make Food Choices for a Healthy Diet (Variety)

- Food Gives Us Energy To Move!
- Shop Together!
- Have Fun With Food on a Rainy Day!

Theme—
Food Appeals to Our Senses and Creativity

- It's a Squeeze
- Play With the Colors and Smells of Food!
- Explore the Wonderful World of Food!
- Fun in the Kitchen

Theme—
Nutrition Is the Link Between Agriculture and Health: Where Food Comes From

- Seeds Grow and So Do We
- Enjoy a Picnic at an Imaginary Farm
- Roots, Stems, Leaves, Fruits, Flowers, and Seeds

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Introduction to Family At-Home Activities

The following handouts have been created for parents and/or caregivers to encourage them to do food-related educational activities at home with their children. Make copies of an activity sheet that corresponds to the educational theme you are focusing on that day, and give a copy to each parent and/or caregiver. There are several different activities to choose from for each theme.

The activities related to the video segments and Team Nutrition themes are:

Team Nutrition Theme:	We Can Make Food Choices for a Healthy Diet (Variety)
Video I:	"Different Foods"
Activities:	Food Gives Us Energy To Move!
	Shop Together!
	Have Fun With Food on a Rainy Day!
Team Nutrition Theme:	Food Appeals to Our Sense and Creativity
Video II:	"Food Fun-O-Rama"
Activities:	It's a Squeeze
	Play With the Colors and Smells of Food!
	Explore the Wonderful World of Food!
	Fun in the Kitchen
Team Nutrition Theme:	Nutrition is the Link Between Agriculture and Health: Where Food Comes From
Video III:	"Food Doesn't Only Come From a Store"
Activities:	Seeds Grow and So Do We
	Enjoy a Picnic at an Imaginary Farm
	Roots, Stems, Leaves, Fruits, Flowers, and Seeds

Food gives us energy to move!

To help children be healthy, they must do two things:

1) Eat healthy food.

2) Be active.

To have a strong body, your child needs to be active. Food gives your child the energy to move. Here are some good ways to get exercise with your child:

- *Dance with your child!* Just turn on the radio and dance. Also, play dancing games. Ask your child to dance like a cat, a bird, an elephant, or other animals.

- *Play running games!* Throw pillows on the floor and ask your child to run around them or over them. Take your child to a play area to run around with other children.

- *Do jumping jacks!* Jumping jacks are great exercise. Play music while you do them. Ask your child to help count the jumping jacks. Quit when you get tired.

- *Walk together in every season!* Look for tracks in the winter snow or new flowers and buds in spring. Find fun shadows in the summer sun. In the fall, collect leaves of different colors.

Be active at home!

Many jobs around the house can help build strong bodies. Ask your child to help you with these jobs:

- rake leaves
- work in the garden
- dust furniture
- pick up toys
- shovel snow
- vacuum and sweep
- wash the floor
- set or clear the table

Things to remember

These are some important tips for you and your child about exercise:

- *If you are pregnant, some exercises are not safe!* Before you exercise, ask your health care provider about exercises that are safe for you.
- Wear comfortable clothes and shoes.
- Before you exercise, loosen your muscles. For example, slowly reach up to the ceiling a few times. Then bend over and touch your toes a few times.
- Don't overdo it! Stop when you or your child gets tired.
- After you exercise, take deep breaths and cool down. Drink water to replace what you lost through sweating.

Help your child be active!
It's good for both of you!

Shop together!

Shopping for food with your child can be fun and a good chance to teach your child about healthy foods! Here are some ideas about shopping with your child:

1) *Make a shopping list together before you go to the store.* List the food by the food groups shown in the *Food Guide Pyramid.* Write down all the foods you need:

   - breads, cereals, rice, and pastas
   - vegetables
   - fruits
   - meat, poultry, fish, dry beans, eggs, and nuts
   - milk, yogurt, and cheese

   When you finish, read the list to your child. Talk about the foods in each group. Ask which foods they like to eat for breakfast, lunch, dinner, and snacks.

2) *Talk about the food groups while you shop.* Show your child all the different kinds of foods. While you're shopping, let your child cross the food off the list.

3) *Look for discoveries!* If you can, shop when you're not rushed. Also, shop when you and your child are not tired or hungry. Take your time in the store. Discover together the many different kinds of foods.

4) *Ask your child to choose a new food for the family to try.*

Each time you shop, ask your child to choose a food that he or she has never eaten before:

- a new fruit
- a new vegetable
- a new flavor of cheese
- a new kind of bread
- a new kind of dry bean

5) *Unpack the food together when you get home.* Help your child name each food and the food groups. Also, help your child learn which foods need to go in the refrigerator.

Shopping with your child
can be fun!

Have fun with food on a rainy day!

When you have time at home, here are five fun things to do with your child.

1) Read a poem about food.

Here is a poem about food to read to your child:

I Wonder...

I wonder if an antelope
Would ever taste a cantaloupe,
Or if a small raccoon
Would ever munch upon a prune.
I wonder if a feathered goose
Would try a bit of carrot juice,
Or if a little cockatoo
Would nibble on a small cashew.
Would they choose something new?
I would. Would you?
I would try cantaloupe,
Cashews, or prunes.
I would try carrot juice,
Or even macaroons.
I wonder...
Would a kangaroo ever
Choose a food that's new?
I would. Wouldn't you?

After you read to your child, talk about the foods in the poem.

Words to know:

- **antelope** a fast animal with horns like a deer
- **cantaloupe** a melon, orange on the inside
- **cashew** a kind of nut
- **cockatoo** a kind of parrot
- **macaroon** a cookie made with coconut

2) Try the foods in the poem.

See if you have any of these foods at home. If you do, talk about them and eat them together. The next time you shop, find as many as you can. Choose one to buy and eat at home.

3) Read books about food to your child. Your nutrition educator can give you a list of books.

Go to the library. In the children's section, ask the librarian to help you find books about food. On a rainy day, read books to your child. (Of course, try to read to your child every day!)

4) Play a word game about food.

Here is a game you can play with your child. This game helps your child think about learning and choosing new foods.

a. You name a food.

b. Your child names an animal or another food that begins with the same sound or letter as the food.

(*For example:* You say BANANA. Then your child says BIRD or BROCCOLI.)

c. Take turns naming foods and animals.

Keep a list of the foods your child names. Talk about the foods together. Ask your child which foods he or she would like. Later, try to use some of these foods in your meals.

5) Make a snack together.

Gather fruits, vegetables, grain products, and other healthy foods. With your child, try some of these snacks:

a. Cut up fruits. Put them on toothpicks. Serve them with a dip made of yogurt, sweetened with a little honey and cinnamon.

b. Put lowfat cream cheese on whole-grain crackers. Add shredded carrot on top.

Ask your child to think about new ideas for healthy snacks.

On rainy days,
have fun with food!

It's a squeeze

Does your child like fruit juice? It will be fun to learn first-hand where juice comes from. You can also use this experience to make delicious fruit popsicles while teaching your child how foods change easily from solid to liquid and back to solid. Preschoolers enjoy seeing things change overnight and can join in the fun of squeezing their own juice and making their own fruit snacks.

Steps To Follow:

1. You will need about six popsicle sticks and a few oranges or grapefruits. They're full of vitamin C, which keeps skin healthy and helps fight infection.

2. Talk with your child about how the fruits look, smell, and feel. Ask your child to roll the fruit in his or her hands to help the juice come out more easily.

3. Cut the fruit in half and help your child guess how much juice will come from an orange.

4. Squeeze the fruit over a strainer to extract the juice. (If you don't have a strainer, you can use a spoon to take out the seeds later.)

5. Once the juice is squeezed, throw away the peels and remove the seeds if they have fallen in the juice.

6. You may enjoy the juice as a drink now or turn it into delicious popsicle treats for later.

7. Ask your child to guess how long it will take to turn the liquid into a solid. If you want to make popsicles, fill ice cube trays 3/4 of the way with juice. Freeze for 1 hour—until partially set—and then insert a popsicle stick in the middle. Carefully place the tray in the freezer overnight or until the juice freezes completely.

8. Enjoy a 100 percent fruit juice popsicle with your child.

9. Talk with your child about how food goes from a solid (whole fruit) to a liquid (juice) and back to a solid (popsicle). Do the fresh fruits taste the same or different from the juice and popsicle? Ask if one is more sweet than the other. As an alternative, make popsicles from prepared 100 percent fruit juice to enjoy anytime.

Play with the colors and smells of food!

Children love to play with the colors and smells of food. Here are some ideas you can use with your child.

Check out the colors!

Food comes in a rainbow of colors. Here are some ways to check out the many colors of food:

1) Go to the fruit and vegetable section of the store. Talk about the many colors of the food.
2) For fun, have Red Day, Yellow Day, Blue Day, Orange Day, or Green Day. On these days, eat at least one food of that color.

   For example, on Red Day, choose strawberries, cherries, a slice of watermelon, a tomato, radishes, beets, or another red food. On Yellow Day, choose a banana, peach, corn, or another yellow food.

Check out the smells!

The smells of food are also very different. Here is a game that you and your child can play:

1) Gather foods with strong smells: banana, cinnamon, chocolate,

   lemon, orange, onion, peanut butter, and others.
2) Put a little bit of each food in a separate dish.
3) Put a blindfold on your child.
4) Let your child smell a food and guess what it is.
5) You take a turn with the blindfold.

While you're cooking:

While you cook, give your child samples to feel and smell.

1) Give your child some dry rice, cornmeal, flour, or rolled oats—to *feel.*
2) Give your child a piece of fruit or vegetable that your child can eat raw—to *taste*
3) Talk about which foods are easy to guess by their *smell.*

Help your child compare cooked and uncooked foods. Show your child how food changes when it is cooked.

Children love the colors and smells of food!

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Explore the wonderful world of food!

One way to learn about people from all over the world is to eat the foods they eat. With your child, try foods from other places. Here are some ideas:

1) Gather *old recipes* that have been in your family for many years. Do any of the old recipes come from other countries?

2) Try *new spices* for new tastes.

3) Take your child to a *market, deli, or restaurant* that serves food from some other country.

4) *Talk* about the different colors, tastes, smells, and textures of the food we eat.

5) *Collect recipes* for food from other countries. If your child liked the food, write it on the recipe.

6) If you can, serve your family *foods that come from other places.* Serve foods from other countries and other parts of the United States. Here are some examples:

   - Chinese vegetables and rice
   - a Middle Eastern stew of meat and vegetables over couscous
   - Indian-style chicken with yogurt and spices (coriander, cumin, ginger)
   - tortillas with beans from the southwest U.S.

7) Look at *pictures and read books* about foods from other places.

Try new foods!

Words to know:

◆ **couscous**	a pasta from North Africa, made from wheat
◆ **coriander, cumin, ginger**	spices from India
◆ **herbs**	plants that are used in cooking because of the taste and smell they add to other foods

Fun in the kitchen

Discover with your child some of the fun forms that cooking can take. Help your child use his or her sense of sight, smell, touch, hearing, and taste to experience how cooking changes the texture, shape, color, smell, taste—and even the sound of food.

Here are three ideas for healthy, fun, and delicious foods you can make with your child:

- Vegetable Lentil Soup
- Frozen Bananas
- Baked Apples

VEGETABLE LENTIL SOUP

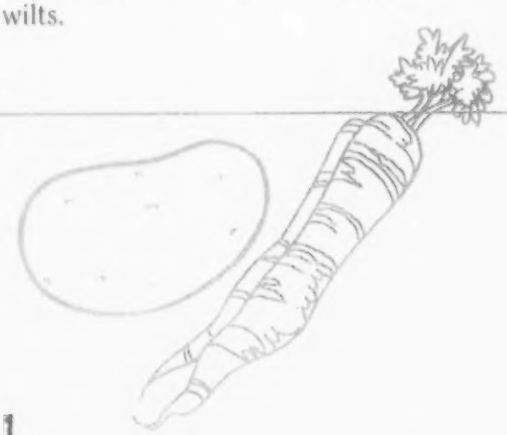
2 carrots, sliced
2 celery stalks, sliced
1 medium onion, chopped
1 garlic clove
2 tbsp vegetable oil (olive or canola)
1 15-oz can stewed tomatoes
1 cup dry lentils
2 15-oz cans low sodium, lowfat chicken broth
¾ pound small potatoes
3 cups water
1 pound or small head escarole (optional)

About 1½ hours before serving:

1. Cut up carrots, celery, and onion; cut potatoes into ½-inch pieces.
2. In a large pot over medium-high heat, cook carrots, celery, and onions in oil until soft. Add garlic and cook, stirring occasionally until garlic begins to turn brown.
3. Stir in stewed tomatoes with their liquid, dry lentils, chicken broth, potatoes, and water. Stir with a spoon. Over high heat, bring soup to a boil. Reduce to low heat; cover and simmer 50 minutes. Serves 5 to 10.

Option: While soup is cooking, thinly slice escarole. Just before serving, stir escarole into the soup pot. Cook, stirring occasionally until escarole wilts.

Serving tip: Serve soup with a thick slice of bread.



Frozen Bananas

A frozen banana is a real taste treat available in almost any season. It's easy to make, stays fresh in the freezer for weeks, and tastes a lot like ice cream.

To make your frozen banana, just peel a ripe banana and wrap it tightly in plastic wrap or a plastic sandwich bag. Put it in the freezer overnight, and you'll have a nutritious and delicious treat for breakfast—or anytime!

Enjoy frozen bananas any way you choose. Serve as soon as removed from the freezer. Here are some suggestions:

- Eat it plain.
- Slice it over cereal.
- Dip it in yogurt.
- Spread it with peanut butter.
- Slice it to make "banana ice cubes" in a fruit drink or milk.

As you enjoy your banana treat, talk with your child about how food changes when it is frozen. Does the flavor get stronger? Is it harder or easier to chew than it was before you put it in the freezer? What happens to the banana when it starts to thaw a little? How does its taste change? What other foods might be fun to freeze?

Baked Apples

Baked apples are delicious, warm, and nourishing—especially on a cold winter day. They're easy to cook in the microwave or a traditional oven—even in a toaster oven.

To Make Baked Apples:
Choose any variety of apple. Each will taste a little bit different, but all will be delicious.

Cut out the apple core, sprinkle the inside with cinnamon and a little sugar, if desired. Put the apple(s) in a baking dish (or microwave-safe container). Bake at 350° for about 30 minutes (in a microwave oven, cook for 5 minutes or until soft). Let the apple(s) cool to room temperature before eating.

Enjoy this healthy, delicious treat that tastes a lot like apple pie!

Seeds grow and so do we

Hold a seed festival right in your own home to help your child learn more about how foods grow. By looking inside familiar and unfamiliar fruits and vegetables, children can understand that some foods have seeds that you can eat and that others do not; that seeds from one plant are planted to grow into new plants; and that by eating nutritious foods, children will grow big and stay healthy. You can do this fun activity year round—all you need is a variety of seeds from fresh fruits and vegetables.

Steps To Follow:

1. Buy fruits and vegetables that contain large seeds that you don't eat. These may include cantaloupe, oranges, and apples. Some fruits and vegetables contain a single, large pit that serves the same purpose as a seed—you can grow a new plant from it—such as peaches, avocados, and mangos. Seeds are a choking hazard, so please talk to your child about not eating any of the seeds.

2. Talk with your child about how seeds are planted to grow into new plants. Help your child identify his or her favorite foods that have seeds.

3. Cut open the fruits and vegetables on a large cutting board. Ask your child to remove the seeds with a spoon. Spread out the seeds, examine them, and compare them to one another. Mix them up and help your child guess which seeds came from which foods.

4. When the seeds have dried, you can use them for an arts and crafts project by making a picture of the food the seeds came from, using glue or paste and a paper plate or construction paper.

5. If you choose, you can grow plants with your child by obtaining easy-to-grow seeds or small plants. Help your child care for the plant and watch it grow together. Herbs and string beans are easy plants to grow indoors, on a windowsill, or outside. (Seeds taken from the foods you buy to eat are difficult to grow. You will need commercial seeds for growing plants.)

6. Your child will enjoy it if you select pictures of him or her from early infancy to the present and talk about how food has helped your child grow.

7. Another activity to help your child understand growth is to keep a growth chart. (You can make one or ask at your WIC clinic where you can get one.) Use the chart to record how much your child grows.

Enjoy a picnic at an imaginary farm

Enjoy a picnic with your child on a make-believe farm. Use your imagination to transform a favorite outdoor spot or a room in your home into a farm setting. (And you won't have to worry about the weather!)

Spread out a blanket and have a picnic of vegetables and dip, fresh fruits, cheese, eggs, breads, milk, and other fresh, farm foods. Talk with your child about where the foods come from, helping him or her to understand that although food is often bought in a store, it comes from plants and animals grown on the farm.

What you may need:

- A blanket or sheet to sit on.
- Plates or napkins to put food on.
- Utensils to eat with.
- Cups and drinks.
- Napkins.
- Picnic basket or sturdy paper bag.
- (Optional) Music or a song tape of "The Teddy Bear's Picnic." (Invite a few teddy bears—or other favorite stuffed animal friends—to join your picnic.)

Discuss with your child which foods come from plants and which come from farm animals. Talk about favorite foods—why your child likes them, and why they're good to eat.

Encourage daydreaming about what it might be like to live or work on a farm. Or check the library to find a children's book about farming and farm life.

Be sure to sing "Old MacDonald Had a Farm"—and have a great picnic!

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Roots, stems, leaves, fruits, flowers, and seeds

Show your child the different parts of plants that we can eat. The next time you shop together, look for foods that are roots, stems, leaves, fruits, flowers, and seeds. Here are some examples of each:

- **roots:** carrots, potatoes, turnips, beets, parsnips, radishes
- **stems:** celery, asparagus
- **leaves:** lettuce, spinach, cabbage, kale, parsley
- **fruits:** apples, oranges, pears, plums, cherries, mangoes, tomatoes, cucumbers, peppers, squash (Some vegetables are called the "fruit" of the plant because they have seeds inside.)
- **flowers:** broccoli, cauliflower
- **seeds:** corn, peas, dry beans, rice, barley, oats, nuts, coconuts

Make a salad together!

With your child, make a salad with parts of plants. Use radishes (roots), spinach (leaves), celery (stems), broccoli (flowers), tomatoes (fruits), and peas (seeds). Look at the ingredients together.

- Talk about how the root vegetables grow under ground—just like the roots of a plant.
- Look at the stem of celery and the leaves of spinach. Then look at the stem and leaves of plants in the house or outside. Do they look alike?
- Cut open a tomato to see the seeds inside.
- Pick some flowers of broccoli or cauliflower. Talk about how only certain flowers can be eaten.

Let your child help wash the plant parts and make the salad. Ask him or her to show the family all of the plant parts in the salad.

Remind your child! Ask an adult before tasting other kinds of plants!

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Grow your own!

Beans are seeds. Your child would love to see how a bean can grow. Try this:

1) With your child, take a few beans from a package of dry beans. Lima beans are a good choice because they are larger.

2) Soak the beans in water overnight.

3) The next day cut one open, and show your child the tiny plant inside.

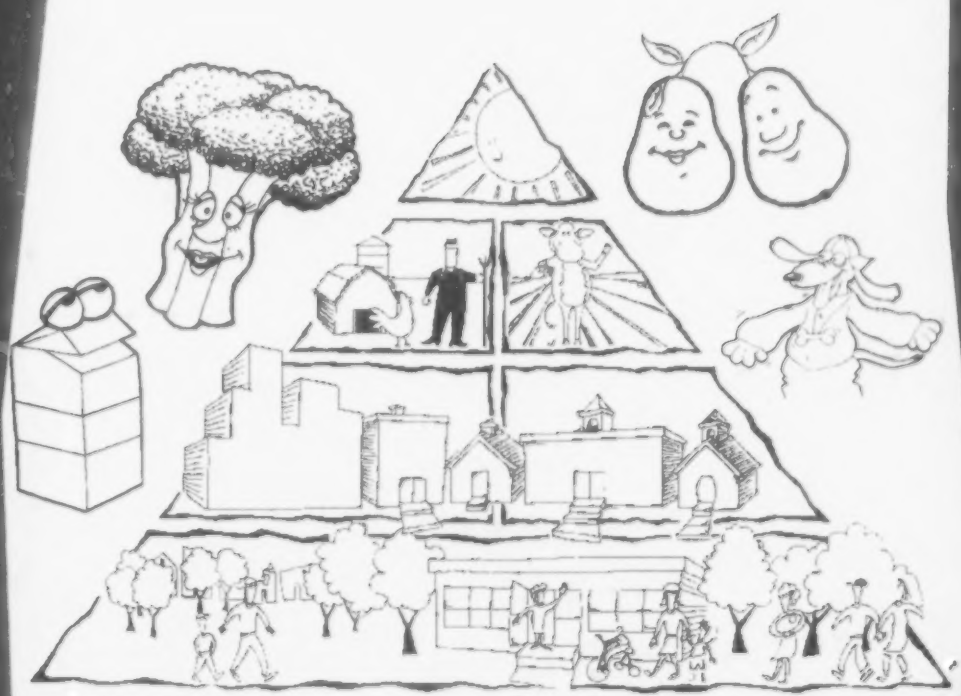
4) Cook the soaked beans, season them, and serve them.

Also, you can get a pot and plant the beans you didn't soak.

Eat more plant foods!

Community Activities

- Introduction
- Community Activities



Community Activities

Theme—
We Can Make Food Choices for a Healthy Diet (Variety)

- WIC Café
- Breakfast Party
- Family AF-FAIR
- Shopping Know-How

Theme—
Food Appeals to Our Senses and Creativity

- Seasonal Sensation
- Fun, Food, Folklore
- Tastes of the World
- Healthy Community Cookbook

Theme—
Nutrition Is the Link Between Agriculture and Health: Where Food Comes From

- Farmers' Market Extravaganza
- Grow Your Own Herb Garden
- Supermarket Tour
- Growing Strong With Calcium (Dairy-licious)

Introduction to Community Activities

Community activities that engage partners and WIC clinics in working together will empower everyone involved. Many of these activities can involve more than one partner, with each bringing unique contributions such as materials, volunteer support, and specific expertise. Several issues pertinent to the WIC environment were considered as the activities were developed so that these ideas can be as useful as possible to local WIC clinics. They are described below. In addition, some recommendations for planning and implementation that are common to all activities are also described below.

These community activities have the potential for generating many positive outcomes for WIC staff, the community, and the partners as well as WIC participants. For instance, partnerships help strengthen the community and motivate staff at WIC and at other social services. Shared responsibility helps promote leadership skills. Partnerships can help improve services and cost-effectiveness, integrate new organizations and professionals, and can also attract financial support for new activities. In addition, these activities will reinforce consistent nutrition education messages and generate commitment from the community.

Provide Flexible Time

To maximize participation/attendance, activities are flexible and can be scheduled during times that are convenient for WIC participants. WIC staff members are encouraged to consider extended hours and weekends or evenings and accommodate single mothers as well as families. Because many WIC participants are working mothers, avoid creating activities that would compromise their employment status. In addition, activities must provide incentives to entice participants to come. These may include providing food, combining the activity with voucher/check pickup, keeping the activities short, and ensuring that they are culturally relevant and fun.

Adapt Activities to Local Populations

The spectrum of WIC participants is enormously diverse. Participants and sites vary greatly by geographic characteristics (urban vs. rural), ethnicity (African, Asian, Creole, Hispanic, Middle Eastern, Native American, White), and traditional vs. modern. Not all activities will be appropriate to every community. However, depending on the characteristics of the population and area, the immediate resources, the level of staff commitment, and the willingness of community partners, WIC staff members are encouraged to modify the activity ideas to suit their participants' needs and local resources.

Consider Limited Transportation

Transportation is one of the greatest obstacles to successful community activities, especially in rural areas. Each of the activities suggested in this kit is based upon community partners coming into the WIC clinic setting. However, most of the activities could also be implemented in locations throughout your community if this is a feasible option for your staff. If you choose to hold activities outside the WIC clinic, it is preferable that activities occur in central locations easily accessible by public transportation.

Develop Appropriate Activities for Children

All activities take into consideration the fact that children ages 3 to 5 will be present. However, there will be a wider range of ages at the community activities, as infants and toddlers plus older siblings are likely to accompany their parents. Most are geared toward children ages 3 to 5 and consider their child development stages. The activities discourage competition and are simple, fun, entertaining, and inclusive. Because parents and children may be present together for the activity, parents will learn about nutrition along with their children.

Access Untapped Resources: Volunteers

Although WIC staff members express enthusiasm for trying new things and getting out into the community, they also feel overworked and stretched beyond their capacity. Therefore, the use of volunteers can be important to the effort. Volunteers exist in every community. They may include students (at high schools or local universities) who need to complete community service activities, interns, fellows, Americorps volunteers, church members, senior citizens, grandparents, 4-H youth, or others. Recruit volunteers (retired teachers, homemakers, church members, and a few WIC mothers) to work on voucher issuance days to help the nutritionist with routine duties so that clients have more nutrition education time. Students in Team Nutrition Schools could serve as buddies, mentors, or volunteer helpers for children. Volunteers cannot replace nutrition educators; they must be properly trained and supervised.

Acknowledge Time Constraints

The amount of time WIC participants are willing to spend in the clinic is limited. However, when working with community partners, it is also important to ensure that the time invested in planning the activity is put to good use. Each of the activities in this kit can be done in 30 minutes or less; many can be conducted repeatedly throughout the day. Work with your partners to create activities that do not require WIC participants to spend too much time in the clinic.

Thank Your Partners

Naturally, you will want to thank your partners after the event is completed. Consider having a card available for all participants to sign before they leave the event to add a more personal touch. Photographs are another nice way to say thank you. Keep a camera handy during community activities and take pictures to send to your partners and use to decorate your WIC clinic. Pictures can also be sent to local media along with a description of the event; this might encourage them to write a story about the creative educational programs you are conducting at the clinic. For more information on potential partners, refer to the Resources section.

WIC Café

Transform your WIC clinic into a WIC Café by staging a cooking demonstration to teach WIC participants healthy cooking techniques. Work with a partner who can demonstrate basic, healthy cooking skills such as baking rather than frying. Teach participants how to improve the health profile of their favorite meals by substituting ingredients that do not greatly affect the flavor of the dish such as replacing regular sour cream with lowfat sour cream. In addition, kitchen safety and hygiene can be discussed and demonstrated.

Learning Objectives:

1. To learn to substitute healthier ingredients in favorite dishes.
2. To learn healthier basic cooking skills.
3. To create a pleasant atmosphere around cooking and eating foods.

To keep the activity moving, you can plan it like a cooking show in which ingredients are prepared ahead of time. For instance, ingredients can be premeasured, vegetables chopped, soup stocks prepared, etc. Children will be happy to help pour, stir, beat, or mix ingredients. Be sure that a finished dish is available to serve immediately following the food preparation demonstration so participants can taste the healthy difference without having to wait during the cooking time.

Steps To Take:

1. Review all steps to take, and prepare a timeline for planning and implementing the activity.
2. Identify a partner(s) who will provide the ingredients and equipment for a cooking class to be held in the WIC clinic and/or a culinary professional to lead the demonstration and talk knowledgeably about food substitutions and cooking techniques.
3. Arrange logistics with your partner(s): set a date and time; identify who will do what; determine what skills and information should be taught based on your WIC client population; and make sure that all of the necessary foods, equipment, and cooking space are available as planned.
4. Print and distribute a flier to promote the activity.
5. Cook! Encourage all participants and their children to be involved in some portion of the cooking. Consider highlighting pretested recipes that include WIC foods.
6. While cooking, the WIC Educator or partner can lead an informal discussion about cooking, nutrition, and smart shopping.
7. Distribute recipes and other handout(s).
8. Set the table, eat, and enjoy!

Suggested Materials:

- Food (all ingredients, including spices)
- Tables and chairs
- Paper products, cooking and eating utensils, and serving dishes
- Recipe cards to distribute to participants

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Possible Partners:

- College/university departments of nutritional sciences
- Community centers
- Cooperative Extension Service
- Culinary schools
- Cultural centers
- Expanded Food and Nutrition Education Program (EFNEP)
- Specialty ethnic food stores
- Team Nutrition Schools
- Team Nutrition volunteer chefs
- YMCA/YWCA

Handouts Provided:

- Tips for Healthy Cooking
- Food Safety: How Long Can I Keep This?
- Food Safety Tips
- Cooking at the WIC Café (includes recipes)

Options:

- This activity can be done as a one-time event or as part of a regularly scheduled series.
- If space is limited at the WIC clinic, choose a partner with a kitchen and cooking equipment to host the activity.

Breakfast Party

Celebrate breakfast by inviting a prominent or nutrition-knowledgeable community member to speak to WIC participants and their families at a healthy breakfast tasting party. Serve a variety of healthy breakfast foods for tasting, and offer some breakfast tips and/or recipes to the WIC participants.

Learning Objectives:

1. To increase knowledge of healthy breakfast food choices.
2. To strengthen the connection between eating a nutritious breakfast and having energy to grow strong.

The short presentation by the guest speaker can be supplemented by presentations from WIC staff (or other experts) focusing on nutritional principles and emphasizing the importance of a good breakfast. Speakers can include a Team Nutrition School teacher, a food service professional, a nurse, a YMCA director, or a dietetic intern. You might also choose a local celebrity, television personality, or athlete.

Everyone should have a good breakfast, but it is especially important for children who need adequate nutrition to grow strong. This activity provides an excellent opportunity to reach children, and it also lets others in the community learn more about WIC.

Steps To Take:

1. Review all steps to take, and prepare a timeline for planning and implementing the activity.
2. Identify partners who are knowledgeable about nutrition and would engage the WIC participants. Partners can also provide breakfast foods to sample.
3. Determine a date and time to hold a breakfast party, and decide who will prepare breakfast foods for sampling.
4. Invite your guest speaker. The invitation should include goals for the activity, the specific nature of your request, an audience profile, and possible dates.
5. Print and distribute a flier to promote the activity.
6. Enjoy the breakfast! Give attendees "Breakfast" handouts (see Handouts section).

Suggested Materials:

- Food samples
- Tables, chairs, napkins, serving utensils
- Cleanup supplies
- Decorations—posters, streamers, music (optional)

Possible Speakers:

- Local media (television personality, food reporter)
- Local athletes
- Athletic coach
- Public figure such as the mayor
- Restaurant owner, chef

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Possible Partners:

- College/university students
- Dietitian/dietetic interns
- Local bakery
- Team Nutrition School: teachers, physical education teacher, food service professional, or nurse
- Commodity boards
- Volunteer chefs

Handouts Provided:

- Breakfast Made Easy
- Breakfast is Fun (includes recipes)

Options:

- To expand this activity, organize a larger breakfast party to include other community organizations, such as Boys/Girls Club, YMCA, and/or Team Nutrition Schools.
- Provide a health-oriented door prize (free 1-week pass to YMCA, gift certificates to a sporting goods store, etc.) that could be donated by a partner or other community sponsor.

FAMILY AF-FAIR

Work with community partners to host a 1-day family health fair at the WIC clinic. Invite between two and six partners to host their own booth or exhibit for the day, which can feature games, food tastings, handouts, and other activities. Position booths around the clinic featuring information and activities on a variety of topics such as the *Food Guide Pyramid,* healthy eating for all ages, dental health, physical activity, and other health-related topics for WIC families. Ask partners to bring "giveaways" such as buttons, toys, and other promotional items. Allow each community partner to be responsible for its own booth.

Learning Objectives:

1. To increase awareness that eating a variety of foods is healthy.
2. To teach WIC participants and their children how to make healthy food choices.

Steps To Take:

1. Review all steps to take, and prepare a timeline for planning and implementing the activity.
2. Identify partners who want to set up and staff an educational booth. Invite a wide variety of partners to address interesting topics related to nutrition and health.
3. Arrange logistics: select a date and time; coordinate topics for each display; determine who will promote the activity, staff booths, and respond to questions.
4. Print and distribute a flier to promote the activity.
5. Hold the activity. Encourage participants to visit all booths and give feedback so you know which were of most interest.

Suggested Materials:

- Literature/"giveaways" (pamphlets, brochures, fact sheets, recipes) provided by partners for their booths
- Food for sampling
- Tables and chairs
- Decorations—posters, streamers, music (optional)

Possible Partners:

- American Cancer Society
- American Heart Association
- College/university students
- Local dairy council
- Dietitian/dietetic interns
- Dentists/dental students
- Department of Nutritional Sciences and School of Nursing
- Expanded Food and Nutrition Education Program (EFNEP)
- Head Start

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- Local health clinic (i.e., immunization)
- State Department of Public Health
- 5-A-Day Program

Handout Provided:

- National Health Events Calendar (WIC Educators—see Resources section)

Options:

- Consider adding accountability by giving a checklist to each WIC participant on arrival at the health fair. When participants visit booths, the exhibitor can sign the participants' checklists to verify attendance. Completed checklists can be used as tickets for door prizes or donated items.
- Plan booths around a theme. For example, May is National Blood Pressure Month; in May/June, WIC's Farmers' Market voucher issuance begins; and October is Dental Health Month (see Resources section—National Health Events Calendar handout).
- Instead of hosting the health fair at the WIC Clinic, hold it in a central location such as a mall. This is a good way to promote the WIC Program and strengthen partner alliances.
- Exhibit a WIC nutrition education booth at a preexisting health, community, or street fair.

Shopping Know-How

Help your WIC participants make the most of their shopping time and money. Show a videotape to help them become smart shoppers by learning how to use unit pricing and recognizing (and resisting) marketing techniques that encourage impulse buys. Invite a partner or guest speaker knowledgeable about these subjects to facilitate a question-and-answer discussion following the video presentation.

Learning Objectives:

1. To learn how to shop wisely, save money, and buy nutritious foods.
2. To increase awareness of marketing techniques used by manufacturers and grocery stores.

Four videos are described in the Resource section under "Materials List" that may be borrowed from USDA's National Agricultural Library or purchased from the producer. Two of the videos focus on budgeting, one targets nutrition, and one addresses the food label. After showing a video, review and personalize the key points with your audience. Consider serving a healthy snack during or after the video.

While parents and/or caregivers watch the video program, children can use the template of a shopping cart (see Artwork section) to draw in their favorite foods from the grocery store. After the video and discussion, encourage children to talk with their parents and/or caregivers about what they drew.

Steps To Take:

1. Review all steps to take, and prepare a timeline for planning and implementing the activity.
2. Identify a partner(s) to facilitate video screening and group discussion.
3. Arrange to purchase or borrow a videotape(s) for prescreening to be sure it will work well for your population. Become familiar with the content and the accompanying print materials. Consider the videotapes described below to determine whether any are appropriate for your audience. With your partner, choose one of these or another for your presentation.
4. Arrange logistics: set the date and time to show the video.
5. Print and distribute a flier to promote the activity.
6. Ask your partner to prepare a brief introduction to the subject as well as key points for discussion. (Each of the videos described comes with a discussion guide that may be helpful.)
7. If possible, prepare healthy snacks to serve during the program (e.g., juice or cut vegetables).
8. Give children the "Fill Your Shopping Cart" artwork and crayons to use.
9. Show the video; encourage discussion.
10. Distribute the "Smart Shopping" handout for the participants to take home.

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Suggested Materials:

- Video(s) and related print materials
- VCR/TV
- Chairs
- Snacks

Possible Partners:

If your clinic does not have a TV/VCR, you may be able to borrow one from your partner.

- Community center
- Expanded Food and Nutrition Education Program (EFNEP)
- Local grocery story manager
- Local library
- Neighboring WIC clinic
- Team Nutrition School
- YMCA/YWCA

Handouts Provided:

- Smart Shopping
- Fill Your Shopping Cart (see Artwork section)

Option:

- If your WIC clinic cannot accommodate all interested participants, host the screening in a community center or at your partner's facility.

Seasonal Sensation!

Almost everyone has a food tradition related to a certain time of year. This activity is a terrific opportunity to explore the fun and meaning behind cultural and seasonal food traditions as parents and/or caregivers and children work together on food-related projects.

Learning Objectives:

1. To increase awareness of the seasonal uses and symbolism of foods.
2. To increase awareness of foods as they relate to the growing cycle of the four seasons.
3. To experience familiar and unfamiliar foods in a variety of forms.

Below are four activities that children and parents and/or caregivers can do together related to holiday and/or seasonal foods. Feel free to create more activities based on the holidays celebrated by your particular WIC population. You can choose to do one activity per season or one per year—it's up to you.

Depending on the activity, partners can contribute materials or arts and crafts expertise. These activities also work well when shared between generations. Invite seniors or other community members to join the fun by telling stories for WIC children, parents, and/or caregivers during the activity.

Fall—Pumpkin Delight

What's Inside?: Using a precarved pumpkin, invite children to feel both inside and outside the pumpkin, comparing the texture of each. Children may also smell the pumpkin and look for variations in the orange color.

Note: To avoid injuries, use a precarved pumpkin.

Decorate a Pumpkin: Children and parents and/or caregivers can decorate a small pumpkin to take home. Adults can help their children draw designs (i.e., eyes, ears, nose, mouth, creative shapes, or traditional jack-o'-lantern) and decorate with stickers, glue, paint, etc. Display a pumpkin decorated by the WIC Educator for inspiration.

During the activity, the WIC Educator can talk about nutritional content and how to cook with canned pumpkin. The activity and discussion should emphasize the five senses: taste foods made with pumpkin, smell its scent, feel the squishy pulp and seeds (compare the inside to the outside), bang on the pumpkin like a drum to hear the sound it makes, and look inside the carved pumpkin. Distribute pumpkin recipes and encourage participants to take home their decorated pumpkins.

Suggested Materials:

- Knives, napkins, newspaper
- Pumpkins
- Paint, markers, glue, stickers, and glue-on crafts (glitter, pompom balls, etc.)
- Pumpkin snacks and recipes

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Option:

- Taste pumpkin recipes: Provide easy recipes using canned or fresh pumpkin to make delicious breads, soups, or desserts. Discuss lowering the fat content of favorite dishes with ingredient substitutions (e.g., nonfat yogurt.) Encourage a partner to provide snacks of pumpkin bread or muffins to pass out while the group is decorating.

Winter—Festive Food

String It: String popcorn, cranberries, dried chilies, or dried herbs onto long pieces of coated thread, fishing line, or dental floss to make festive decorations for the WIC clinic or community center or for WIC participants to bring home.

Smell It: The winter holidays are a wonderful time to explore a variety of delicious smells. Make potpourri with any of the following ingredients: orange peels, cinnamon sticks, cloves, lemon rinds, rose, vanilla, lavender, or dried flowers. Participants can either place the potpourri in a basket or boil it in water on their stove tops.

Suggested Materials:

- Popcorn, cranberries, dried chili peppers, and dried herbs
- Thread, dental floss, fishing line, darning needles (blunter than needles, but should still be handled by adults only)
- Potpourri ingredients (dried flowers/herbs, ribbon, scented oils)
- Plastic bags or netting to carry potpourri home

Options:

- If possible, offer a snack of warm cinnamon bread and apple cider.
- Smell each ingredient and discuss the different scents in the potpourri.
- Make a natural room freshener for the kitchen by tying several cinnamon sticks together with pretty ribbon.

Spring—Dyed Eggs

Dye It: Coloring eggs to celebrate renewal and rebirth is a favorite spring ritual. Buy packaged egg dyes available in supermarkets and variety stores. While coloring eggs, WIC educators can lead a discussion about the nutritional value of eggs, the many ways to prepare them, how to store eggs, etc. Encourage participants to take their eggs home and eat them. Remind participants to eat eggs within 2 hours of decorating or within 1 week of refrigeration (see Handouts section for food safety information related to eggs).

Suggested Materials:

- Hard-cooked eggs
- Stainless steel pot(s) to make dyes
- Egg holder (e.g., egg carton)

- Paper towels
- Natural or other dyes
- Bowls or containers to hold each color of dye
- Spoons to lower eggs into dye solution and then remove them
- Paintbrushes, crayons to draw designs on eggs before dipping them into dye (try a white crayon or candle wax and see what happens!)

Option:

- To demonstrate the beautiful colors of foods, color the eggs by using natural dyes made from foods such as beets, blueberries, cranberry juice, yellow onion skins, or purple cabbage.

Additional Steps To Take for SPRING—DYED EGGS Activity:

1. Before the workshop, hard boil the eggs and refrigerate them. Do not leave eggs at room temperature for more than 2 hours. Make natural dyes (boil beets, blueberries, purple cabbage, etc.) or prepare commercial dyes.
2. Put dyes in separate bowls. Eggs can be dipped into the dyes or painted with brushes. Let the eggs dry for a few minutes.
3. Distribute handout on egg nutrition and safety (see Handouts section).

Summer — Shake It Up!

Shake It: In summer, fruits are more available and more affordable in most regions of the country than at any other time of year. Celebrate fruits by shaking them up. Cool shakes are an easy and fun celebration of all five senses.

Encourage WIC participants to experiment by combining a variety of fresh and frozen fruits and fruit juices to create their own delicious and nutritious shakes. When making a shake, consider combinations of colors, flavors, textures, tastes, and smells. Ask children to watch colors change as juices are combined and to see how textures change as frozen fruit chunks are blended with juice.

Suggestions:

- Slice fresh fruits in advance. Freeze strawberries, pineapple, and banana chunks in advance; these add thickness and color to the fruit shakes.
- Shake it up! Encourage all participants to be involved in some portion of the activity.
- Distribute recipes for cool, summer smoothies (see Handouts section).

Suggested Materials:

- Blender, knives, cutting boards, bowls, cups or glasses, napkins
- Juice, fresh fruit

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Steps To Take: (for all "Seasonal" activities)

1. Review all steps to take, and prepare a timeline for planning and implementing the activity.
2. Identify a partner(s) with materials and/or knowledge for the arts and crafts activities.
3. Arrange logistics, including date, time, materials, and division of responsibilities.
4. Print and distribute a flier to promote the activity.
5. Ask the leader of the activity to make one (or more) finished example(s) of the craft for display and inspiration.
6. Create! Encourage all participants to be involved in some portion of the craft project. Young children may need assistance from a parent and/or caregiver, older sibling, or volunteer.

Possible Partners:

- Art supply stores
- Churches/synagogues
- College/university students
- Dietitian/dietetic interns
- Farmers' markets or local farmers
- Grocery stores that accept WIC vouchers
- Senior centers
- Team Nutrition Schools
- Variety stores
- YMCA/YWCA

Handouts Provided:

- Fall: The Great Pumpkin (includes recipes)
- Winter: Cinnamon Spice and Everything Nice (includes recipes)
- Spring: Eggs—Cooking, Storing, and Handling (includes recipes)
- Summer: Cool-n-Fruity Summer Treats (includes recipes)

Fun, Food, Folklore

Children love having stories read to them, and children's stories often involve themes related to food. To help introduce children (and their parents and/or caregivers) to such wonderful books as *Green Eggs and Ham* (written and illustrated by Dr. Seuss) or *Cloudy With a Chance of Meatballs* (written by Judi Barrett, illustrated by Ron Barrett), arrange with a local librarian to host story hour at the WIC clinic. Help the librarian choose books specifically for your audience such as those featuring children and food from different cultures.

Learning Objectives:

1. To provide a shared learning experience for parents and/or caregivers and children.
2. To learn about foods from different cultures.
3. To strengthen listening and learning skills through story-telling, music, or videos about food/food themes.
4. To increase familiarity with the local library or alternative community resource such as a library on wheels.

Steps To Take:

1. Review all steps to take, and prepare a timeline for planning and implementing the activity.
2. Identify partners who can help host a story hour.
3. Arrange logistics, including date, time, booklist, etc. Note: Stories range in length, and short stories (10 to 15 minutes) will help keep the parents and/or caregivers and children engaged. The best books may include pictures. Remember that it is difficult for young children to sit still for long periods of time.
4. Print and distribute a flier to promote the activity.
5. Read; listen, learn, and enjoy! Make sure everyone leaves with a suggested reading list (see Handouts provided).

Suggested Materials:

- Cushions for sitting on the floor or comfortable chairs
- Storybooks/video/audio

Possible Partners:

- Local librarian
- Team Nutrition School librarian/teachers
- Universities/colleges—departments of education and/or nutritional sciences

Handouts Provided:

- Children's Books About Food, Eating, and Health (WIC Educators—see Resources section)
- Children's Books About Food, Eating, and Health (Participants—see Handouts section)

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Options:

- Decorate the WIC clinic with pictures of foods related to the story or the theme for the story hour.
- Provide an interesting snack related to the story theme.
- If the librarian has limited time, find university/college students or senior citizens who can volunteer to read to the children.
- Culturally sensitive stories and materials should be considered while selecting the books.
- If the WIC clinic does not have adequate space for story hour, consider hosting the event at the local library.
- Look for interesting films, videos, audiotapes, and other media to complement the featured story.

Tastes of the World

Bring the whole world to the WIC clinic by providing samples of foods from around the globe. Foods for tasting may reflect the WIC client population, the community at large, or an unfamiliar culture. Tasting a variety of foods will open minds and, through new tastes, smells, sights, and sounds, reinforce the idea that foods appeal to our senses. Community partners can set up food-tasting tables in the clinic, featuring ethnic foods from the selected region(s), or the tasting could feature a particular food group (such as grains) and how different cultures enjoy different grains.

Learning Objectives:

1. To develop an appreciation of different cultures and their foods.
2. To celebrate the various ethnic backgrounds of WIC participants through food-related activities.

Steps To Take:

1. Review all steps to take, and prepare a timeline for planning and implementing the activity.
2. Identify community partners to help plan this activity and serve as representatives of their cultures. Choose one or more regions or ethnicities and decide on food(s) to be sampled based on origin, nutritional value, and sensory appeal. For example, an international grain-tasting party might feature varieties of pasta (such as macaroni and couscous), corn, rice, pita bread, and tortillas.
3. Arrange the logistics, including date, time, materials, and division of responsibilities.
4. Print and distribute a flier to promote the activity.
5. Taste and enjoy!

Suggested Materials:

- Food and beverages
- Plates, utensils, cups, paper goods
- Hot plates, microwave, ice (as needed)
- Cleaning supplies
- Decorations (optional)

Possible Partners:

- School or community language clubs/classes
- Local ethnic restaurants/chefs
- Neighboring WIC clinics
- Senior centers
- Volunteer chefs

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Handout Provided:

- Tastes of the World (includes recipes)

Options:

- To create a festive atmosphere, you can decorate the WIC clinic with travel posters, quilts, or poster boards with recipes from around the world. Music, costumes, art, maps, flags, books, journals, and language demonstrations (learn to say "please," "thank you," and "yummy" in another language) will add to the international ambiance.
- Hold this activity at a Team Nutrition School, a community center, or other central location that is accessible by public transportation. Work with partners to make this a community-wide cultural extravaganza.
- Invite members of the featured ethnic community to talk about their culture. Ask them to bring some personal items that most reflect their culture.
- Weather permitting, this activity can take place outside.

Healthy Community Cookbook

Simple and nutritious recipes are needed by many WIC participants. A cookbook with lowfat recipes that are easy to prepare, use WIC foods, and are sensitive to cultural variations will be particularly appreciated.

Learning Objectives:

1. To learn to combine a variety of foods to create nutritious dishes.
2. To build self-esteem and a sense of community by being a part of a community project.
3. To encourage parent and/or caregiver and child interaction surrounding foods that appeal to our senses.

Work with partners to produce a cookbook, collecting recipes from them, the WIC participants, and the community at large that meet a set of predetermined criteria such as limited number of ingredients, ease of preparation, exciting to the senses, etc. Other useful information to include might be ways to involve children in cooking, lowfat preparation, food safety tips, and nutritional content of the recipes.

Steps To Take:

1. Review all steps to take, and prepare a timeline for planning and implementing the activity.
2. Convene a team to serve as coordinators for the cookbook. The team should include community partners who can contribute recipes, help print a cookbook, provide nutritional analysis, etc.
3. The coordinating team can evaluate recipes based on taste, nutritional value, number of ingredients, ease of preparation, and time required. Other considerations may be variety of foods/ethnic foods used and recipes that use foods from each category of the *Food Guide Pyramid* and/or WIC foods.
4. Once the recipes have been submitted and screened, you and your partners can prepare and test the recipes and rate them according to your criteria.
5. Determine the number of copies of the cookbook to print. You may want to work with a partner on layout, editing, and printing the cookbook. Display a copy of the cookbook in the WIC clinic and give a copy to WIC participants as well as everyone who contributed recipes, artwork, and support.

Possible Partners:

- American Cancer Society
- American Heart Association
- Extended Food and Nutrition Education Professionals (EFNEP)
- Junior League (often supports cookbook efforts)
- Local chefs
- Local culinary schools
- Local dietetic association

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- Local grocery store (for coupons)
- Nutrition Education Training (NET)
- Other WIC clinics
- Senior centers
- Team Nutrition Schools
- Team Nutrition supporters
- Trade associations

Options:

- Include a section on choosing, storing, and using fresh fruits and vegetables from farmers' markets. Focus on the *Food Guide Pyramid* categories.
- Include easy recipes that appeal to children and ways to involve children in food preparation.
- If possible, consider using a computerized nutritional analysis program to provide the nutrition content of a serving of each recipe and its place on the *Food Guide Pyramid.* (This could be provided by a nutrition department at a local university or dietitian/dietetic intern.)
- Encourage children to create artwork for the cookbook. Provide art materials (e.g., pens, papers, crayons, etc.) in the waiting room for children to use during their WIC visits. Ask a local art school or art department at a local university to design the cookbook cover. Everyone who contributes a recipe(s) and/or artwork can be recognized and thanked in print in the cookbook.
- If possible, you may want to translate the cookbook into Spanish or another language familiar to the WIC population.
- Solicit a donation from a local grocery store for a coupon redeemable for a specific food item used in the recipes to be included in the back of the cookbook.
- On the day the cookbook is made available, provide samples for WIC participants from a featured recipe along with a complimentary copy of the cookbook.
- Some State WIC programs have already produced cookbooks and other guides (see Resources section) that you can order and review for inspiration.

Farmers' Market Extravaganza

Farmers' markets offer a hands-on learning experience for children and their parents and/or caregivers about a variety of foods and how to select, store, and prepare fresh produce. Invite a farmer(s) to the WIC clinic to talk about where food comes from and to share a personal view of the farming profession.

Although the WIC Farmers' Market Nutrition Program (FMNP) provides coupons for many WIC participants to use to purchase fresh fruits and vegetables at farmers' markets, not all WIC participants have access to a farmer's market. In these cases, other partners, such as local fruit stands and grocery stores that sell locally grown produce, may be willing to collaborate with you on educational projects.

Learning Objectives:

1. To increase knowledge of fresh fruits and vegetables.
2. To increase knowledge of how to select, buy, store, and prepare various fruits and vegetables.
3. To familiarize the WIC population with different varieties of particular foods.
4. To build awareness of and appreciation for farmers and the farming profession.

The four activities listed below can take place at the WIC clinic. WIC educators can choose one or more of these activities, depending upon the season and the interests of the participants.

Activity #1: Taste This!

Work with farmers who grow several different varieties of produce to give children, their parents, and/or caregivers an opportunity to experience different varieties of a familiar food. WIC participants may also taste different varieties of a food or sample the different forms of a familiar food such as raw apples, apple juice or cider, apple butter, and applesauce.

These questions can help start your discussion with the farmer(s):

- How many different varieties of a particular fruit or vegetable (e.g., apples, squash) do you grow on your farm? How many varieties exist?
- What varieties are best for eating raw? for cooking?
- Do the different varieties taste, smell, look, or feel different? In what ways?

Activity #2: Ripe-n-Ready

Invite a farmer to the WIC clinic to demonstrate how to select and use fresh produce. Ask the farmer to explain how to identify ripe fruits and vegetables in the market and how best to store them at home. For example, tomatoes, pears, and potatoes should be stored at room temperature, while lettuce, berries, and other produce should be refrigerated.

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These questions can help start your discussion with the farmer(s):

- How can you tell if a food is ripe?
- What is the best way to store certain kinds of produce (e.g., tomatoes, potatoes, etc.)?
- How can you speed up or slow down the ripening process?

Activity #3: What's That?

Being unfamiliar with foods can be a barrier to buying and eating them, but discovering new foods is exciting. The farmer(s) can show and teach the participants about new foods such as jicama and broccoflower, particularly how to choose and prepare them. Use this activity to provide an opportunity to experiment and have fun with unfamiliar produce.

These questions can help start your discussion with the farmer(s):

- What is this food?
- How do you use it?
- When is the best season to buy it?

Activity #4: The Farmer's Story

WIC participants will learn where foods come from by talking with local farmers. Listening to an oral history is a great way to learn about farmers and farming while building an appreciation for the role farming plays in our country and in every person's life. Invite a farmer to the clinic to share knowledge about where food comes from and to talk about the natural cycles in farming and what it is like to be a farmer.

These questions can help start your discussion with the farmer(s):

- What is a typical day like for you? What do you do?
- What are your main crops? Have they changed over time?
- Do you grow different crops throughout the year? If so, what are they and when do you grow them?

Steps To Take:

The following suggested steps will help with preparing and carrying out the above activities.

1. Review all steps to take, and prepare a timeline for planning and implementing the activity.
2. Meet some local farmers and discuss the above activities with them. These activities will work best if you can identify a farmer who enjoys communicating with groups.
3. Arrange logistics with the farmer(s): select a date and time, describe the WIC audience, determine the foods needed for the specific activities and who will provide the food, and make arrangements with the farmer(s) for everyone to sample the food.
4. Print and distribute a flier to promote the activity.
5. Hold the activity. Give the participants the corresponding handout before they leave (see Handouts provided).

Suggested Materials:

- Paring knife
- Napkins/paper towels

Possible Partners:

- Cooperative Extension Service (see Resources section)
- Farmers' Market Association (see Resources section)
- Fruit stands
- Local farmers
- Local grocery stores
- Specialty ethnic food stores

Handouts Provided:

- What's That? Choosing, Storing, and Using Vegetables From Farmers' Markets (includes recipes).
- What's That? Choosing, Storing, and Using Fruits From Farmers' Markets (includes recipes).
- Ripe-n-Ready: What's in Season?

Option:

- Each of the four activities listed above could also take place at the farmer's market, a local fruit stand, or the produce department of a local grocery store.

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Grow Your Own Herb Garden

Gardens are a great way to teach firsthand that many foods come from the ground. Growing a garden is a creative activity with tremendous rewards—children have fun and can watch a plant grow; parents and/or caregivers can use the harvest in food preparation. Herb gardens in particular delight children because the plants grow quickly and can be cared for with minimal adult supervision, and they grow well on a windowsill or outside in a small garden.

Learning Objectives:

1. To learn how to grow and use fruits, vegetables, and herbs.
2. To gain an understanding of the growing cycle of plants and herbs.
3. To learn how to cook with herbs.

Invite a partner(s), such as a garden club or 4-H member, to your WIC clinic to demonstrate how to grow an herb garden and discuss how cooking with herbs can enhance the flavors of foods and help reduce fat and sodium in some recipes. Encourage participants to grow their own herb gardens to take home. They can use their herbs for cooking (basil, oregano, mint), decoration (marigold, yarrow), or fragrance (lavender, lemon balm) depending upon which herbs are available to choose from.

Steps To Take:

1. Review all steps to take, and prepare a timeline for planning and implementing the activity.
2. Identify an agriculture-oriented partner to provide seeds and/or seedlings, potting soil, and information about growing herbs and plants (see Resources section for "How To Grow an Herb Garden: A WIC Educator's Guide").
3. Arrange logistics: set a date and time, and decide who will provide the materials and teach how to plant and care for herbs, as well as how to use herbs in food preparation.
4. Print and distribute a flier to promote the activity.
5. Work with your partner to obtain necessary materials to plant the herbs and determine which herbs are easiest to grow, which will grow well in your region, etc. Ask your partner to plan an informal discussion about herbs. Topics might include:
   - Conditions necessary for growth (light, temperature, water, and nutrients)
   - Seasonal variations in the growing cycle
   - Care and harvesting
   - Different uses and nutritional value of herbs
   - Drying herbs for safe storage
   - Adding herbs to foods (spaghetti sauce, rice, omelet, soup)
6. Hold the activity and plant the herb gardens. If possible, get cuttings from mature herb plants as examples. Encourage participants to rub the herbs between their fingers to draw out the aroma and taste the edible herbs.
7. Participants can take home their herb gardens along with the handouts on cooking with herbs.

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Suggestions:

- Provide participants with samples of food flavored with a variety of herbs. Participants can compare the difference that herbs add to the taste of foods. Taste tests also provide participants a chance to explore which herbs taste the best. For example, dips are easy to prepare and fun to eat. Prepare a variety of vegetable dips seasoned with dill, curry, or any other herbs (see Handouts section for "Cooking With Herbs" (includes recipes) and "How To Use Herbs and Spices)."

Suggested Materials:

- Containers to use as planters: plastic milk cartons, juice cans, paper cups, coffee cans, cardboard egg cartons, or plastic seedling planters
- Seeds, seedlings, or plant cuttings
- Standard potting soil, "soil-less" soil, or other planting materials
- Pebbles for drainage
- Spoons/scoops/paper cups for transferring soil to pots
- Watering can or spray bottle for sprinkling seeds/plants (tin cans with small holes punched in the bottom work well)
- Markers to identify herbs

Possible Partners:

- College/university agriculture programs
- Cooperative Extension
- Garden/plant stores
- Herb Society of America
- Neighborhood gardening co-op
- National Gardening Association
- 4-H clubs

Handouts Provided:

- How To Grow an Herb Garden: A WIC Educator's Guide (WIC Educators—see Resources section)
- How To Grow an Herb Garden (Participants—see Handouts section)
- Cooking With Herbs (includes recipes)
- How To Use Herbs and Spices

Options:

- Tour a Garden: Walk through a garden to see, smell, feel, and (with permission) taste fruits and vegetables. Well-planned (even modest-sized) gardens can offer a surprising variety of fruits and vegetables. To find a garden to visit, partner with an agriculture-oriented organization or Team Nutrition School that already maintains a garden. Choose a location that is accessible to WIC participants.

- Keep in mind that the timing of your visit to a garden can greatly affect what you will see: in late spring/early summer, gardens are being prepared for planting; in midsummer, mature plants and some fruits and vegetables are ready for picking; in late summer and early fall, fully grown plants and many fruits and vegetables are ready for harvest; in the late fall, you will see the last of the vegetables, maybe a few fruits being harvested and the garden being prepared for the winter.

Additional Partners:

- Botanical garden or arboretum
- Church or synagogue with garden
- Community center with garden
- Senior center with a garden
- Team Nutrition School with a garden
- Urban gardening group

Supermarket Tour

Take an educational trip through the supermarket with your WIC participants by bringing a supermarket to the clinic. A "supermarket tour" can help familiarize the WIC participants with different foods and provide a fun, hands-on experience to reinforce important lessons such as how to read the food label. Invite a community partner, such as a dietitian or store manager from a local supermarket, to explain how to read food labels, how foods are organized in the store, and how to choose foods according to the *Food Guide Pyramid.* Your partner can bring examples of the different forms of foods (such as fresh, canned, frozen, dried, etc.) and use those foods to compare the nutritional value, cost, and preparation time. Help participants decide which form of the food is the most nutritious and economical (e.g., packaged, prepared, or individual ingredients for macaroni and cheese). Children will enjoy learning that each type of food has its own place in the grocery store.

Learning Objectives:

1. To become familiar with foods in a variety of forms (fresh, frozen, canned, prepared, dried, etc.)
2. To understand and encourage the use of the food label.
3. To become familiar with foods in each category of the *Food Guide Pyramid.*

Steps To Take:

1. Review all steps to take, and prepare a timeline for planning and implementing the activity.
2. Identify a community partner who can lead a supermarket tour and discussion in the WIC clinic.
3. Arrange logistics: set the date and time and decide on the theme. Possible themes include Reading Food Labels (see Resources section), the *Food Guide Pyramid,* Preparing New Foods, Food Myths (e.g., cottage cheese is high in calcium), and Nutrient Tours (e.g., how to find foods high in calcium, iron, vitamins A and C, and protein or low in fat).
4. Print and distribute a flier to promote the activity.
5. Hold the activity. Give handouts to participants.

Possible Partners:

- College/university departments of nutritional science
- Dietitians/dietetic interns
- Expanded Food and Nutrition Education Program (EFNEP)
- Nutrition Education and Training (NET)
- Supermarkets that accept WIC vouchers
- Team Nutrition Schools' food service professionals

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Handouts Provided:

- Smart Shopping (see Activity #5, Shopping Know-How)
- The Key to Healthy Eating
- Nutrition Facts Food Label: A WIC Educator's Guide (see Resources section)
- Understanding the Food Label (WIC Educators—see Resources section)

Options:

- You can arrange for the WIC clinic to resemble supermarket aisles using empty food containers that complement the tour theme. Make it as simple or elaborate as you like. Use empty cereal boxes, egg cartons, and other WIC foods to display around the room. Children will have fun imitating their parents and/or caregivers as they take food from the shelves to place in brown paper bags, or they can draw on the "Fill in Your Shopping Cart" coloring page (see Artwork section).
- It is fun to conduct the theme tours at a local supermarket. Discuss the theme(s) with the store manager and ask for suggestions on how to conduct the tour. The tour leader should become familiar with where things are in the store and make a practice walkthrough prior to the activity.
- If this activity will focus on using the "Nutrition Facts" food label to make food purchase decisions, refer to the Resources section for some specific suggestions.

Growing Strong With Calcium: (Dairy-Licious)

Milk and other dairy foods are high in calcium—a particularly important nutrient for the WIC population. Calcium-rich dairy foods make healthy snacks and meals and are good for breakfast (milk, yogurt), lunch (cheese sandwich), and after dinner as dessert (frozen yogurt).

Learning Objectives:

1. To gain an understanding of where milk comes from.
2. To learn about calcium-rich foods and how to use them.
3. To become aware of the impact of calcium on the human body.
4. To use the food label to choose dairy products high in calcium and low in fat.

A dairy-licious party hosted by a community partner is a good way to learn how to include calcium-rich foods into meals and snacks. Invite to the WIC clinic partners such as a representative from the local dairy council, the dairy manager at a grocery store, or a local dairy farmer to facilitate a discussion, group activity, or game about where milk comes from and why it is important for good health. Consult your local dairy council for a catalogue of educational materials and activities. Alternatively, help participants use the "Nutrition Facts" food label to identify foods high in calcium while leading a discussion about the importance of calcium.

Steps To Take:

1. Review all the steps to take, and prepare a timeline for planning and implementing the activity.
2. Identify knowledgeable partners to talk about calcium-rich foods and facilitate a dairy-licious activity.
3. Arrange the logistics: select a date and time, and coordinate activities with your partner(s).
4. Print a flier to promote the activity.
5. Host a dairy-licious activity with WIC participants. If possible, serve a dairy snack.

Suggested Materials:

- Dairy food packages (lowfat white and chocolate milk, yogurt, cheese, etc.) to demonstrate the variety of dairy foods and to compare the calcium and fat content by reading the food labels.

Possible Partners:

- Local dairy council
- Dairy farmer
- Dairy manager at a local grocery store
- Dentists/dental students
- Department of Public Health
- Dietitians/dietetic interns

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- Team Nutrition Schools' food service professionals
- 4-H club

Handouts Provided:

- Milk It! Tips for Eating More Calcium
- Dairy-licious Recipes

Options:

- Have a dairy food snack party with cheese and crackers, string cheese, or instant pudding.
- Offer samples of a variety of calcium-rich foods or demonstrate cooking with dairy foods, such as macaroni and cheese, yogurt-n-fruit parfait, or taco pizza.
- Host a cow-mooing challenge among the children. Children like to hear themselves make fun noises. Ask them what it would feel like to be a cow.
- Plan a trip to visit a dairy farm, dairy processing plant, petting zoo, or State fair to show WIC participants and their children where dairy foods come from and how milk actually comes out of a cow. Contact your local Cooperative Extension agent for a list of farms offering tours.
- The National Dairy Council has excellent preschool educational materials for purchase that can be used for this activity (see Resources section).
- Highlight calcium during a food labeling education session. Use the suggestions for educating consumers about the "Nutrition Facts" food label provided in the Resources section.

Handouts

- Family At-Home Activity Handouts
- Community Activity Handouts

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Handouts

Family At-Home Activity Handouts

- Dear Parents
- Live a Healthy Life!
- Create Healthy Meals and Snacks
- What is a Serving?
- Serve Healthy Snacks

Community Activity Handouts

- Tips for Healthy Cooking
- Food Safety: How Long Can I Keep This?
- WIC Café: Food Safety Tips
- Cooking at the WIC Café
- Breakfast Made Easy
- Breakfast is Fun: Recipes
- Smart Shopping
- The Great Pumpkin
- Cinnamon Spice and Everything Nice
- Eggs: Cooking, Storing, and Handling
- Cool-n-Fruity Summer Treats
- Children's Books About Food, Eating, and Health
- Tastes of the World
- Choosing, Storing, and Using Vegetables From Farmers' Markets
- Choosing, Storing, and Using Fruits From Farmers' Markets
- Ripe-n-Ready: What's in Season?
- How To Grow an Herb Garden
- How To Use Herbs and Spices
- Cooking With Herbs
- The Key to Healthy Eating
- Milk It! Tips for Eating Calcium
- Dairy-licious Recipes

Dear Parents,

To help children grow strong and healthy, they need to eat healthy foods and be active. You can help your child in three ways:

1) Give your child many different foods to eat.
2) Give your child more fruits, vegetables, and grains.
3) Give your child foods with less fat.

We know you care about your child's good health. More than anyone else, you affect your child's life. We are Team Nutrition, part of the U.S. Department of Agriculture. We want to help you raise a healthy child.

Team Nutrition does three things:

1) We work to improve school meals.
2) We encourage children to choose healthy foods.
3) We work with schools, communities, families, and WIC clinics to help children have a healthy diet.

Your WIC nutrition educator has some ideas to help you and your child make healthy choices through Team Nutrition.

Welcome to the team!

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Live a healthy life!

We all want our children to grow up *strong and healthy.* Eating healthy and getting exercise helps you and your child live a healthy life! Here are some things you can do:

1) **Eat a variety of foods!**
Try a new vegetable or fruit each month. Serve different kinds of healthy snacks from each of the food groups.

2) **Be more active!**
To build a strong body, your child needs to be active. That means running, playing, walking, and other outdoor activities. Food gives your child the energy to move. Think of ways you and your child can be active together!

3) **Eat plenty of grains, vegetables, and fruits!**
Have you ever put chopped green peppers and mushrooms on pizza? Your child may like it! Cut up fruits and vegetables for snacks. Add extra vegetables to soups and stews.

4) **Eat foods with less fat!**
To be healthy, cut down on the fat in the food you serve. Bake, broil, or grill meat instead of frying. For children over 2 years old, use lowfat milk or skim milk. Try using less fat on foods. Choose foods that are low in fat.

5) **Use less sugar!**
Choose foods low in sugar like unsweetened cereal. Use fresh, frozen, or canned fruit with no added sugar. Sugars, foods with sugar, and starches—which break down into sugars in the body—can be harmful to teeth if children snack on them frequently between meals.

6) **Use less salt!**
When you cook, use less salt. Also, take the salt shaker off the table. This may help some children avoid health problems when they grow up.

Please join the team to help children make healthy food choices!

Words to know:

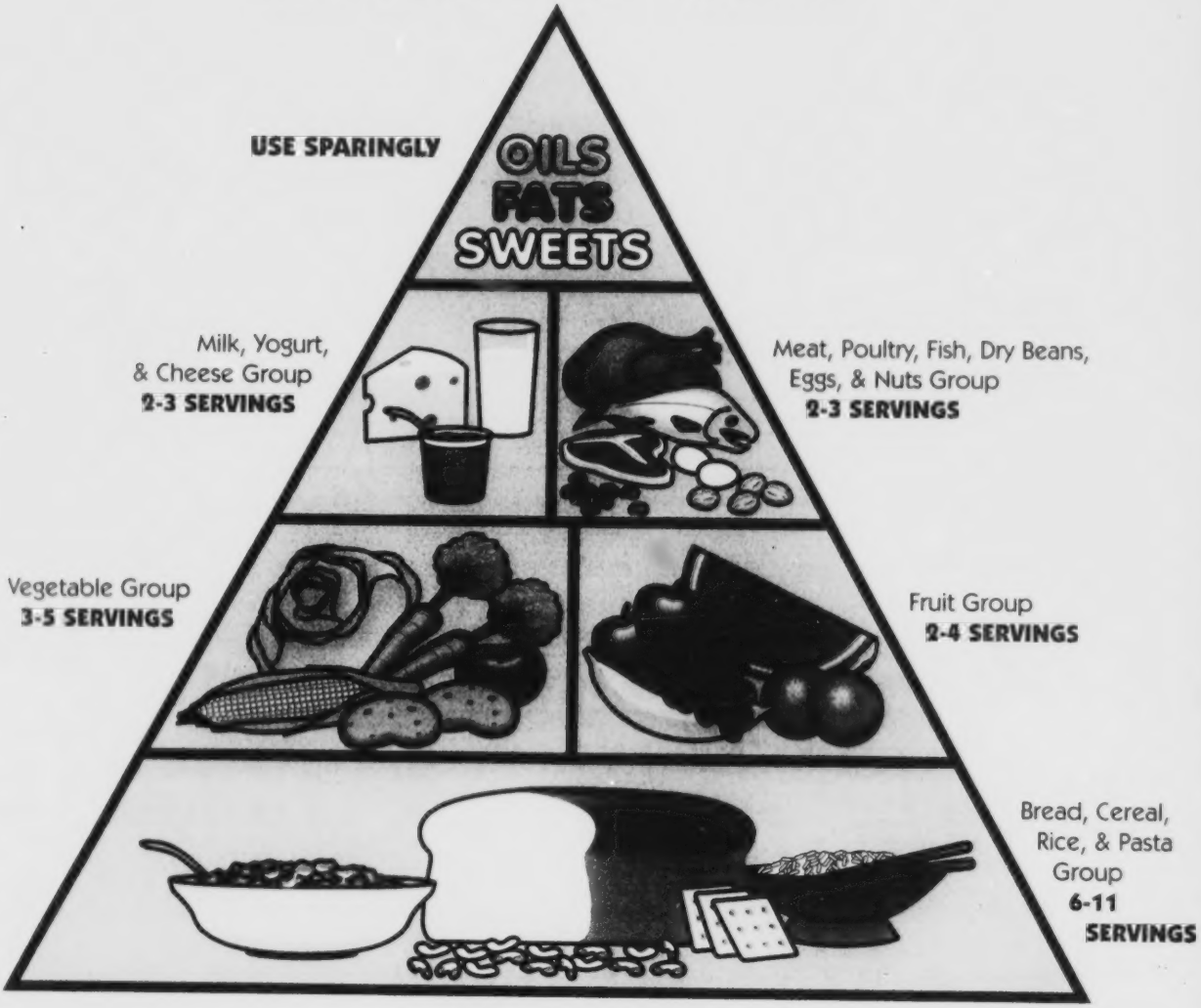
- **grains:** foods made from wheat, corn, rye, rice, barley, or oats (bread, cereal, crackers, and pasta)

Create healthy meals and snacks!

It's very important to *choose lots of different foods* to give your child what he or she needs! Use this Food Guide Pyramid to create healthy, tasty menus together with your child. The Food Guide Pyramid shows you:

- the major food groups
- how much you and your child should eat from each food group

Your Food Guide Pyramid



What is a serving?

The *Food Guide Pyramid* shows you how many servings from each major food group you should eat each day. How much is a serving? Read this to see how much food counts as a serving in each food group.

Preschool children need the same variety but may eat smaller servings. Preschoolers need two *cups of milk or two servings of other milk products each day.*

Bread, cereal, rice, and pasta
- 1 slice of bread OR
- ½ cup of cooked cereal, rice, or pasta OR
- 1 ounce of ready-to-eat cereal

Vegetables
- ½ cup of cooked or chopped raw vegetables OR
- ¾ cup of vegetable juice OR
- 1 cup of raw leafy vegetables

Fruits
- 1 apple, banana, or orange OR
- ¾ cup of fruit juice OR
- ½ cup of chopped, cooked, or canned fruit

Meat, poultry, fish, dry beans, eggs, and nuts
- 2 to 3 ounces of cooked lean meat, poultry, or fish

You can use other foods in place of meat.
Eating one of these foods is the same as eating 1 ounce of meat:
- ½ cup of cooked dry beans OR
- 1 egg OR
- 2 tablespoons of peanut butter

Milk, yogurt, and cheese
- 1 cup of milk
- 1½ to 2 ounces of cheese
- 1 cup of yogurt

Follow the Food Guide Pyramid!

Words to know:

lean	meat, poultry, or fish with little fat
ready to eat	food that you don't need to cook

Serve healthy snacks!

Children need snacks to get all the foods they need to grow and play. Here are two snacks that you and your child can make together.

Make a Fruit Smoothee!

2 cups of any fruit juice
5 to 6 ice cubes
1 tsp vanilla
⅔ cup nonfat dry milk powder

1. Crush the ice in a blender. (You can also wrap the ice in a clean cloth and crush it with a hammer or rolling pin.)
2. Add the ice, juice, vanilla, and milk powder to the ice in the blender or other container with a tight lid.
3. Shake or blend well.
4. Pour into glasses and serve right away. Makes 4 servings.

Make a Mexican Bean Dip!

2 cups cooked dry beans
2 tbsp milk
1 tsp chili powder
¼ tsp garlic powder
1 tsp finely diced onion or onion powder
hot sauce (if you like)

1. Mash the beans with a fork.
2. Mix the milk, spices, and beans.
3. Add hot sauce if you like it.
4. Serve on vegetable sticks, low-salt crackers, or low-salt tortilla chips. Makes 8 servings.

Make healthy snacks for your child!

20 Snack Ideas

Here are 20 healthy snacks from the 5 food groups to give your child. Choose lowfat products when you can for children 2 years of age or older.

- yogurt with fresh fruit
- milk
- pudding
- cereal with milk
- slices or small cubes of cheese
- toasted cheese triangles
- hard-cooked egg
- soft tortilla pieces with refried beans or lowfat cheese
- whole-wheat crackers or graham crackers
- peanut butter on rice cakes, crackers, or toast
- mini-sandwiches
- small pizzas
- banana bread, date bread, or carrot bread
- biscuits or muffins
- dry cereals low in sugar
- soft bagel with cream cheese
- 100 percent fruit juices
- frozen fruit juice pops
- slices or chunks of fresh fruit
- applesauce or other fruit sauces

Tips for Healthy Cooking

At the Store

- Choose lean cuts of meat such as beef round, loin, sirloin, pork loin chops, and roasts. All cuts with the name "loin," or "round," are lean. "Select" grade meat is leaner than "prime" or "choice."
- Choose fish, shellfish, and poultry (take off the skin) often. They are lower in saturated fat.
- Buy lowfat and nonfat versions of dairy products.
- Read food labels and choose those foods that are lower in fat, saturated fat, and cholesterol.

At the Table

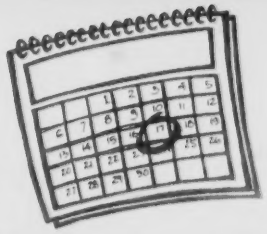
- Use less of all fats and oils, especially butter, cream, sour cream, and cream cheese, which have a lot of saturated fat.
- Try nonfat salad dressings.
- Gradually replace whole milk with 2% fat milk, then 1% fat or skim (nonfat) milk for adults and children age 2 and older. They may not even notice!

In the Kitchen

- When cooking, replace fats that contain saturated fat, such as butter and lard, with small amounts of unsaturated fat such as vegetable oil, corn oil, soybean oil, olive oil, peanut oil, or canola oil.
- Broil, roast, bake, steam, or grill foods instead of frying them, or stirfry with just a little added oil or broth.
- Trim all fat from meat before cooking. Remove the skin from chicken or turkey.
- Spoon off fat from meat dishes once they have been chilled in the refrigerator and the fat has hardened on the top.
- Use skim milk or lowfat milk or evaporated skim milk when making "cream" sauces, soups, or puddings.
- Substitute lowfat yogurt, sour cream, or cottage cheese for sour cream and mayonnaise in dips and dressings.
- Substitute two egg whites for each whole egg in recipes. (The cholesterol and fat are in the yolk not in the white.)
- Try lemon juice, herbs, or spices to season foods instead of salt, butter, or margarine.

Source: Adapted from U.S. Department of Agriculture, Food and Consumer Service, *Food, Family & Fun: A Seasonal Guide to Healthy Eating*, June 1996.

Food Safety: How Long Can I Keep This?



Product	Refrigerator	Freezer
Eggs		
Fresh, in shell	3 weeks	Do not freeze
Raw yolk, whites	2 to 4 days	1 year
Hard-cooked	1 week	Do not freeze
Liquid pasteurized eggs or egg substitutes		
opened	3 days	Do not freeze
unopened	10 days	1 year
Meat, Fresh		
Beef	3 to 5 days	6 to 12 months
Pork	3 to 5 days	4 to 6 months
Veal	3 to 5 days	4 to 6 months
Hamburger, Ground and Stew Meats		
Hamburger and stew meat	1 to 2 days	3 to 4 months
Ground turkey, veal, pork, lamb, and meat mixtures	1 to 2 days	3 to 4 months
Meat Leftovers, Cooked		
Cooked meat and meat dishes	3 to 4 days	2 to 3 months
Gravy and meat broth	1 to 2 days	2 to 3 months
Poultry, Fresh		
Chicken or turkey, whole	1 to 2 days	1 year
Chicken or turkey, pieces	1 to 2 days	9 months
Poultry Leftovers, Cooked		
Cooked poultry dishes	3 to 4 days	4 to 6 months
Pieces, plain	3 to 4 days	4 months
Pieces covered with broth, gravy	1 to 2 days	6 months
Chicken nuggets, patties	1 to 2 days	1 to 3 months
Fried chicken	3 to 4 days	4 months
Fish and Shellfish, Fresh		
Fillets/Steaks	1½ to 2 days	4 to 12 months
Shellfish	1 to 2 days	3 to 6 months
Breaded seafood	2 days	12 to 18 months
Hot Dogs and Lunch Meats		
Hot dogs, opened package	1 week	
unopened package	2 weeks	In freezer wrap
Lunch meats, opened	3 to 5 days	1 to 2 months
unopened package	2 weeks	
Soups and Stews		
Vegetable or meat-added	3 to 4 days	2 to 3 months
Mayonnaise, commercial		
Refrigerate after opening	2 months	Do not freeze
Prepared Salads		
Tuna, ham, macaroni, egg, or chicken	3 to 5 days	Do not freeze

Sources adapted from:
1. United States Department of Agriculture, Food Safety and Inspection Service, *A Quick Consumer Guide to Safe Food Handling*, Home and Garden Bulletin No. 248.
2. Food and Drug Administration, Center for Food Safety and Applied Nutrition, *Seafood Storage Guide.*

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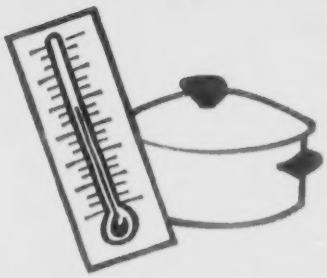
WIC Café: Food Safety Tips



Follow these tips to avoid illness from food poisoning:

Temperature:

- Keep hot foods **hot!** (Follow recipe for instructions for cooking time and temperature.)
- Keep cold foods **cold!** (Refrigerate foods when not eating.)
- Keep frozen foods **frozen!** (Freeze frozen foods purchased at the store as soon as possible.)

Cooking:

- Store marinated meat, poultry, and fish in the refrigerator not at room temperature. Never add uncooked marinade to cooked meat.
- Cook meats and fish fully. In cooked meat, juices should be clear. Cook meat to a brown color. Cook chicken and fish until white. Fish should flake easily when tested with a fork.
- Cooked meat should not be placed on the same dish that the raw meat was on unless the dish has been washed with hot water and soap.
- Don't partially cook foods one day and finish cooking the next day.
- Oven temperatures for cooking should be at least 325 degrees.

Leftovers:

- Refrigerate or freeze leftovers soon after eating. Divide large amounts of food into smaller containers for quick cooling.
- Foods can be put into the refrigerator hot. Don't leave foods out at room temperature to "cool down"—doing this can cause bacteria to grow and cause sickness.

Thawing:

- Thaw chicken, fish, or meat in the refrigerator. Use thawed meat within 3 to 5 days. Use thawed ground beef and turkey within 1 to 2 days. Use hot dogs and deli meats within 3 to 5 days. Uncooked meat can be refrozen only if it still appears frozen and ice crystals are present.
- Remember the 2-Hour Rule: **Never leave food out of the refrigerator at room temperature for more than 2 hours.**

Cleaning:

- Clean cutting boards, bowls, spoons, knives, and other equipment with hot water and dishwashing soap **after each use**. Cutting boards will hold bacteria on the surface if not cleaned well.

Remember, you can't always tell if your food is safe by the way it looks, tastes, or smells. If there's any doubt, throw the food away.

Source: Adapted from U.S. Department of Agriculture, Food and Consumer Service, *Food, Family & Fun: A Seasonal Guide to Healthy Eating*, June 1996.

Cooking at the WIC Café

Corn Flake Baked Chicken

2 eggs
1/8 tsp salt
2 whole chickens, quartered
1/4 tsp garlic powder
1 large box corn flakes
cooking spray

1. Preheat oven to 350 degrees.
2. Beat eggs in a bowl with a fork. Add garlic powder and salt.
3. Crumble corn flakes in a separate bowl. Set aside.
4. Remove skin from chicken.
5. Dip the chicken in egg mixture. Roll chicken in the corn flake crumbs.
6. Spray baking sheet with cooking spray.
7. Place chicken on baking sheet.
8. Place chicken in preheated oven for 45 minutes to 1 hour or until chicken is golden brown. Serves 8.

Variation: Dip the chicken in skim milk instead of egg to cut cholesterol and fat. Add oregano instead of salt to add flavor and reduce sodium.

Vegetable Lasagna

1 15-oz can tomato sauce
1/4 tsp dried oregano
1 cup shredded carrots
1 cup part-skim mozzarella cheese (shredded)
1/4 cup Parmesan cheese (grated)
1 clove garlic (minced) or 1/4 tsp garlic powder
1 10-oz package frozen chopped spinach (thawed and squeezed dry)
1 container (16 oz) part-skim ricotta cheese
9 to 10 lasagna noodles
cooking spray

1. Cook lasagna noodles according to package directions. Do not add salt.
2. While noodles are cooking, preheat oven to 350 degrees. Spray a 13 x 9-inch baking dish with cooking spray. Set aside.
3. Combine tomato sauce, garlic, and oregano. Mix well. In a separate bowl, combine spinach, carrot, ricotta cheese, and Parmesan cheese. Mix well.
4. Spread 1/2 cup of tomato sauce in bottom of prepared dish. Place 1/3 of the noodles on top of tomato sauce. Spread half of spinach mixture over noodles. Spread 1/2 cup tomato sauce over spinach mixture. Place 1/3 of the noodles on top. Spread remaining spinach mixture. Top with 1/2 cup tomato sauce.
5. Top with remaining noodles and tomato sauce. Layer mozzarella cheese on top.
6. Bake until cheese is bubbly and slightly browned on top (about 45 minutes). Cool for 15 minutes before slicing. Serves 6 to 8.

Source: Adapted from Maryland WIC Program, *CIC-WIC Family Cookbook.*

Breakfast Made Easy

Start each morning off right with a healthy breakfast. Children really need foods at breakfast to give them energy through the morning. Follow these breakfast tips:

- For busy mornings, set the table the night before with cereal bowls, glasses, spoons, cereal boxes, bananas, napkins, etc.
- To make breakfast easy, use the *Food Guide Pyramid:*
  - Eat foods from the Bread, Cereal, Rice, and Pasta Group. We need at least six servings from this group each day.
  - Children need 2 to 3 cups of milk every day. Breakfast is a good time to drink milk or have other dairy products such as yogurt and cheese.
  - Fresh fruit or a glass of fruit juice is a healthy "fast food."

Quick Tips:

For a great breakfast, try putting a few of these foods together:

- WIC cereal with 1% milk or skim (nonfat) milk
- Whole-wheat bread, English muffins, pita bread, or bagels
- Peanut butter on whole-wheat bread
- Eggs
- WIC juice
- Fresh fruit
- Lowfat cottage cheese or ricotta cheese
- Lowfat yogurt with added fruit

If you do not like to eat "typical" breakfast foods, try:

- A breakfast shake. Mix lowfat milk, fruit, and ice.
- Peanut butter on crackers. Top with sliced fruit (apples, strawberries, bananas, pears).
- Lowfat chocolate milk.
- Arrange sliced fruit on top of bread. Top with yogurt or lowfat cottage cheese.

Breakfast Is Fun: Recipes

Breakfast Pizza

1 whole regular or 2 mini-pita breads
4 tbsp lowfat ricotta cheese or cottage cheese*
1 medium banana
2 tbsp raisins (optional)
1 small apple
2 tsp sugar
1/4 tsp cinnamon

*4 tbsp peanut butter can be substituted for the ricotta or cottage cheese. Leave out the sugar and cinnamon. Follow same directions.

1. Preheat oven to 400 degrees.
2. Slice pita bread through middle to make rounds.
3. Spread 2 tbsp ricotta cheese on each half of the pita bread.
4. Thinly slice the apple and banana.
5. Place 1/2 the sliced apple and 1/2 the sliced banana on each piece of the pita.
6. Sprinkle 1/2 tsp of sugar and 1/8 tsp of cinnamon on each pita.
7. Place both pita halves on a baking sheet and bake in the oven for 10 to 12 minutes. Serves 1 to 2.

Cinnamon Orange Bran Muffins

2 cups WIC bran flakes cereal
1 cup orange juice
1 egg, beaten
3 tbsp vegetable oil
1 cup all-purpose flour
1/2 cup packed brown sugar
2 tsp baking powder
1 1/2 tsp ground cinnamon
1/2 tsp baking soda
1/2 cup raisins
12 muffin cups

1. Preheat oven to 400 degrees.
2. In a large bowl, combine cereal, orange juice, egg, and oil. Let stand 5 minutes.
3. In a separate bowl, combine flour, brown sugar, baking powder, cinnamon, and baking soda.
4. Combine wet and dry ingredients. Stir in raisins.
5. Divide mixture evenly among greased muffin cups.
6. Bake 15 to 20 minutes or until toothpick inserted in center comes out clean. Makes 12 muffins.

Source: Adapted from Maryland WIC Program, *Wellness Cupboard*, vol. 1, no. 4, 1996.

Smart Shopping: Getting the Most for Your Food Dollar

- ✔ Use the *Food Guide Pyramid* to select a variety of foods. (Remember: grains, cereals, breads, pasta, and rice tend to be the least expensive foods and the foods you need the most servings of every day).
- ✔ Eat smaller amounts of the expensive protein foods from the Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group. (Note: Beans are a less expensive protein food.)
- ✔ Buy foods in the "tip" of the *Food Guide Pyramid* (sugar, other sweets, fats, and oils) less often.

Smart Shopping Tips:

- ✔ Make a shopping list and stick to it!
- ✔ Group foods on your shopping list the way foods are arranged in the store. This makes it easier to find them and easier not to overlook something on the list.
- ✔ Shop, if possible, only after you have eaten. Hungry shoppers are more likely to buy foods they don't need.
- ✔ Leave children at home with a friend or sitter if they make it hard to shop. This will make it easier for you to stick to your list. Many products that children like, such as sugary cereals and products with prizes, are placed where children will see them.
- ✔ Shop when you have time to read labels and compare prices.
- ✔ Shop for a week's worth of food at a time. It is easier to shop smart when you do not shop as often.

How Much Does Food Cost?

Prices for food items can be different at different stores. As a rule, small stores and neighborhood markets are usually more expensive than larger grocery stores.

Tips:

- ✔ Look at the price of foods in different forms. For example, which costs more: deli, frozen, boxed, or homemade macaroni and cheese?
- ✔ Buy foods from bulk bins. They cost less because you do not pay for packaging and handling.
- ✔ Use unit pricing to guide you. It usually is found on the shelf below an item. It tells you the price per unit such as ounce, quart, pound, etc. This helps you to compare with other brands and sizes for the best buy.

Make Meal Plans and Shopping Plans

Make a meal plan or menu list for the week. Include all the foods that you will need to prepare the meals. Be sure your shopping list includes food from every category of the *Food Guide Pyramid.*

- ✔ Stick to your shopping list!
- ✔ Check the grocery store for sales. Use coupons for items on your list. Buy a sale item only because you need it not just because it is on sale.
- ✔ Buy sale items that are not on your shopping list only if you have the money and can use and store them properly. If you do not need or use it, it is not a bargain—no matter how low the price.

Source: Adapted from New Hampshire Cooperative Extension Service, *Healthy Change: A Guide for Buying More for Your Food Dollar,* August 1995.

The Great Pumpkin

Choose: Firm, well-shaped pumpkins that are heavy and have a hard, tough skin. Do not choose pumpkins that are sunken or have mold (white or green fuzzy spots).

Store: Store pumpkins in a cool dry place. They will keep for several months.

How To Prepare: To cook, wash and cut pumpkin into halves, quarters, or smaller pieces and cut off the skin. Scoop out the seeds with a spoon. Boil in a small amount of water for about 25 to 35 minutes or until tender. Another way to prepare the pumpkin is to bake it. Place the pumpkin (cut side down) in a shallow baking pan with 1 to 2 inches of water covering the bottom. Bake at 375 degrees for about 40 to 50 minutes. The pumpkin is cooked when the center is soft enough for a fork to easily cut through it.

Pumpkin Bread

- ½ cup sugar
- ½ cup vegetable oil (canola or corn)
- ¾ cup canned pumpkin
- 2 eggs
- 1½ cups flour
- 1 tsp baking powder
- 1 tsp baking soda
- 1 tsp cinnamon
- ½ cup raisins (optional)
- ½ cup chopped nuts* (optional)

1. Preheat oven to 350 degrees.
2. In a large bowl, stir together the sugar, oil, pumpkin, and eggs.
3. In a medium bowl, stir together the flour, baking powder, baking soda, and cinnamon. Fold this into the other mixture just enough to moisten the dry ingredients. Stir in the raisins and nuts. Pour the batter into a greased 9 x 5-inch loaf pan.
4. Bake for 1 hour or until toothpick inserted in the center comes out clean.

Source: Adapted from Maine WIC Program, *The Market Basket: A Guide for Choosing, Storing and Using Fresh Fruits and Vegetables From Farmers' Markets.*

Cinnamon Spice and Everything Nice

Cinnamon French Toast

8 thick slices of bread
4 eggs
3 cups skim milk or 1% fat milk
½ tsp ground cinnamon
1 tsp vanilla extract (optional)
½ cup raisins (optional)
butter, margarine, or cooking spray

Topping:
Ground cinnamon
1 tbsp brown sugar (optional)

1. Lightly grease a frying pan with butter, margarine, or cooking spray.
2. Arrange sliced bread in an even layer in a baking pan.
3. Combine eggs, milk, cinnamon, and vanilla (optional) in a bowl and mix well.
4. Pour milk and egg mixture over the bread. Make sure that all of the bread is covered.
5. Place several slices of bread in the greased frying pan. Make sure the whole slice of bread touches the pan.
6. Cook each slice for 5 minutes on each side or until lightly browned. Cook bread until egg mixture is well cooked and not runny.
7. Sprinkle each slice with cinnamon and brown sugar (optional).
8. Enjoy! Serves 4 to 8.

Cinnamon Toast

4 slices of bread
2 tbsp margarine or butter
½ tsp cinnamon, ground
1 tsp brown or white sugar (optional)

1. Place bread in toaster or on a pan in a preheated oven set to 350 degrees.
2. Toast or bake until bread is lightly browned.
3. Spread butter or margarine onto bread.
4. Sprinkle cinnamon and sugar (optional).
5. Enjoy! Serves 2 to 4.

Eggs: Cooking, Storing, and Handling

Eggs are a good source of nutrients. They are easy to make and safe to eat when they are cooked well. Cooking eggs thoroughly will kill the harmful bacteria that may be inside. When cooking eggs, follow these simple rules:

Cooking Eggs:

- **Avoid eating raw eggs and foods with raw eggs:** Avoid homemade food with raw eggs: Caesar salad dressing, ice cream, mayonnaise, and eggnog. The store-bought versions are safe because the eggs used have been pasteurized, which destroys harmful bacteria.
- **Cook eggs well:** Cook eggs until both the yolk and egg white are firm. Soft-cooked, soft-scrambled, and sunny-side-up eggs that are lightly cooked and runny may be dangerous to eat.
- **Lightly cooked foods containing eggs may be risky to eat:** including soft custards and meringues.

Egg Storage and Handling:

- Use eggs with clean shells and no cracks. Store them in the refrigerator.
- Refrigerate eggs as soon as possible. There is no need to wash eggs before using them.
- Use refrigerated raw eggs (in shell) within 3 weeks and hard-cooked eggs (in shell or peeled) within 1 week. Use leftover yolks and whites within 1 week. Raw egg whites and yolks can be stored in a tightly sealed container and kept frozen for up to 1 year.
- Avoid keeping eggs out of the refrigerator for more than 2 hours, including time for preparing and serving (but not cooking). If you hide hard-cooked eggs for an egg hunt or hard boil them for decorating, either follow the 2-hour rule or do not eat the eggs.
- Wash hands, utensils, equipment, and work areas with hot, soapy water after they come in contact with eggs and foods with eggs as the main ingredient, including quiches and baked custards.
- When refrigerating a large amount of a hot dish with eggs as a main ingredient, divide it into several shallow containers so it will cool quickly and safely.

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Omelet

⅓ cup lowfat cottage cheese
1 tbsp chives, chopped
2 eggs
2 tbsp water or skim milk
⅛ tsp basil
pepper to taste
2 tsp butter or margarine

1. Combine cottage cheese and chives in a small bowl.
2. In another bowl, beat eggs, water or milk, basil, and pepper together.
3. Melt butter or margarine in a 9-inch skillet and add egg mixture. With a wooden spoon or spatula, gently move the egg toward the center of the skillet, allowing the uncooked egg to spread onto the hot pan.
4. When the egg mixture is firm, put the cottage cheese mixture on top and cook for 30 seconds. Gently fold eggs over in half and slide the omelet from the pan onto a plate. Serves 1 to 2.

Option: Try adding green peppers, mushrooms, tomatoes, onions, or spinach to the cottage cheese.

Sources adapted from:

1. Giant Foods, Inc., Consumer Affairs Department, *Be a Safe Food Handler: Safe Food Handling Tips for Meat, Seafood, Poultry, and Eggs,* May 1995.
2. Maine WIC Program, *The Market Basket: A Guide for Choosing, Storing and Using Fresh Fruits and Vegetables From Farmers' Markets.*

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Cool-n-Fruity Summer Treats

Juice With Fun Fruit Cubes

1 cup 100% fruit juice, any flavor
½ cup frozen fruit, sliced* (banana, strawberries, pineapple, mango, kiwi) or use mixed frozen fruit from the freezer section of the grocery store

*Fruit can be frozen a few hours before making the juice drink.

Add frozen fruit to your favorite juice instead of ice cubes. Enjoy!

Fruit Yogurt Shake

(Requires Blender)

1 cup fruit (peaches, berries, bananas, pineapple, melon) cut up
4 scoops nonfat fronzen yogurt
2 cups skim milk, ice cold
2 tbsp sugar
3 drinking glasses or paper cups

1. Cup up fruit. Encourage children to choose fruit pieces to use. Have them put all the ingredients into a blender. Cover. Blend until smooth.
2. Children can help pour the shakes into cups. Serve with straws or spoons. Serves 2 to 3.

Option: To make a Frozen Fruit Slushy, combine 1 cup fruit juice (pineapple, guava, mango, pear) with ½ frozen banana and 2 to 3 slices frozen pineapple (or melon, berries, kiwi, peaches). Fresh fruit can be frozen several hours in advance. Blend until smooth. Pour into cup. Serves 1.

Children's Books About Food, Eating, and Health

Here are some examples of books with food and activity themes that you and your child can read together:

Growing Vegetables

- *Growing Vegetable Soup* by Lois Ehlert
- *This Year's Garden* by Cynthia Rylert
- *Pumpkin Pumpkin* by Jeanne Titherington
- *The Carrot Seed* by Ruth Krauss
- *How a Seed Grows* by Helene J. Jordan
- *Native American Gardening* (stories, projects, and recipes for families) by Michael J. Caduto and Joseph Bruchac

Cooking

- *This is the Bread I Baked for Ned* by Crescent Dragonwagon
- *My Kitchen* by Harlow Rockwell
- *Cooking With Kids* by Caroline Ackerman
- *My First Kitchen Gadget* (series of six) by Joanne Barkan

Fruits and Vegetables

- *Soup for Supper* by Phyllis Root
- *The Pea Patch Jig* by Thacher Hurd
- *Apples and Pumpkins* by Anne Rockwell

Being Active

- *The Snowy Day* by Jack Ezra Keats
- *The Snowman* by Raymond Briggs
- *Over, Under & Through* by Tana Hoban
- *Jump Frog, Jump* by Byron Barton
- *My Very First Book of Motion* by Eric Carle

Grains

- *Pancakes, Pancakes* by Eric Carle
- *The Cake That Mack Ate* by Rose Robart
- *The Popcorn Book* by Tomie dePaola
- *The Little Red Hen* by Paul Galdone
- *Bread, Bread, Bread* by Ann Morris

Protein

- *Peanut Butter and Jelly* by Nadine Bernard Westcott
- *Green Eggs and Ham* by Dr. Suess

Foods and Eating

- *Alphabet Soup* by Kate Banks
- *Gregory, the Terrible Eater* by Mitchell Sharmat
- *What a Good Lunch!* by Shigeo Watanabe
- *Bread and Jam for Frances* by Russell Hoban
- *How Pizza Came to Queens* by Dayal KaurKhalsa
- *The Very Hungry Caterpillar* by Eric Carle
- *Cloudy With a Chance of Meatballs* by Judith Barrett

Food Shopping

- *The Food Market* by Peter Spier (a board book)
- *The Supermarket* by Anne and Harlow Rockwell

Breakfast

- *Pancakes for Breakfast* by Tomie dePaola
- *Oh Dear!* by Rod Campbell
- *Anytime Mapleson and the Hungry Bears* by Mordicai Gerstein
- *The Three Bears* by Paul Galdone

Food Folklore

- *Johnny Appleseed* by Steven Kellogg
- *Stone Soup* by John W. Stewig

Foods and Counting

- *Ten Apples Up on Top* by Theo LeSieg
- *The Rajah's Rice* (a mathematical folklore tale from India) adapted by David Barry

Cultural Stories

- *Fiesta U.S.A.* (Hispanic American folklore) by George Ancona

Tastes of the World

Broccoli and Carrot Stirfry (Oriental)

1 tbsp oil (vegetable or sesame oil)
1 tsp fresh garlic, minced (or dried)
1 tsp ginger, grated
1 head broccoli, cut into flowerettes
3 medium carrots, sliced thin
1 onion, sliced thin
2 tbsp water
1 tsp soy sauce

Cooking Tip: Have all the ingredients ready before you start to cook.

1. In a large skillet, heat oil briefly. Add the garlic and ginger, and stirfry for 15 seconds.
2. Add the broccoli, carrots, and onion, tossing the vegetables to mix them well. Add the water, cover the skillet, and cook the vegetables for 3 minutes over medium heat.
3. Remove the cover, turn the heat up to high, and cook the vegetables, stirring them 5 minutes longer or until the vegetables are crisp-tender.
4. When the vegetables are cooked, mix in the soy sauce. Serves 4.

Serving Tip: Serve with rice or noodles for a healthy meal.

Source: Adapted from Maine WIC Program, *The Market Basket: A Guide for Choosing, Storing and Using Fresh Fruits and Vegetables From Farmers' Markets.*

Lentils and Rice (Middle Eastern)

1 tbsp vegetable oil
1 medium onion, thinly sliced
2 medium carrots, scrubbed and thinly sliced or 1 1/2 cups frozen carrot coins
1/2 cup dried lentils
1/2 medium green pepper, thinly sliced
1/8 cup dried parsley
1/2 cup rice, uncooked
1/2 tsp ground sage
ground red pepper, to taste
1 medium tomato, chopped
4 cups water or low sodium, lowfat chicken broth

1. In a frying pan, heat oil over medium heat. Add onions and carrots. Stirfry for 5 minutes.
2. Rinse lentils under water and drain. Stir into onion mixture.
3. Stir in water or chicken broth, uncooked rice, sage, and a dash of red pepper. Bring to a boil. Reduce heat. Cover and simmer 20 to 25 minutes.
4. Add tomatoes and green pepper. Cook 10 minutes longer or until lentils and rice are tender. Stir in parsley. Makes 6 servings.

Serving Tip: Serve with whole-wheat bread or cornbread, tossed salad, and fruit.

Source: Adapted from Maryland WIC Program, *The Wellness Cupboard,* 1996.

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Vegetarian Beans With Rice (Central American)

Beans

2 cups pinto beans, dried
½ medium chopped onion
2 bay leaves
8 cups cold water
salt (optional)

Rice

1 small chopped onion
2 medium tomatoes, skin and seeds removed
2 cloves garlic (½ tsp dried)
1 tsp vegetable oil
4 cups water or low sodium, lowfat chicken broth
1 cup frozen peas
1 tbsp fresh cilantro
2 cups long-grain rice

To make the beans:

1. Rinse the dried beans with water. Soak the beans in water overnight. Put the beans into a large pot with onion, bay leaves, and 8 cups of water. Bring water to a simmer and cook the beans until they are tender, 1½ to 3 hours. Add water as needed as the beans cook. Season to taste with salt (optional). Remove from heat and throw out the bay leaves. Drain extra water and set aside.

To make the rice:

1. Chop the onions, tomatoes, and garlic.
2. In a saucepan, warm the oil over medium heat. Add the rice and stir until a light golden color. Stir in onions, tomatoes, and garlic and cook until all of the water has been absorbed. Stir in the water or chicken broth. Bring the rice to a simmer, reduce the heat to very low, and cover the pan. Cook until the rice is tender and the water or chicken broth is absorbed, about 20 minutes. Stir in the frozen peas. Sprinkle cilantro over the top of the rice and serve. Serves 8.

Serving Tip: Serve with chicken or as a meal with vegetables on the side.

Source: Adapted from National Cancer Institute, *Celebre la cocina hispana: Healthy Hispanic Recipes*, 1995.

What's That? Choosing, Storing, and Using Vegetables From Farmers' Markets

Using farmers' market vouchers is a good way to eat fresh vegetables! Use this guide to help with choosing, storing, and preparing fresh vegetables. Try new vegetables, or learn to prepare your favorites in new ways.

Vegetable-Cooking Basics:

- Wash all vegetables before using.
- Cook the lowfat way:

Steam: Put vegetables in a saucepan with 1 to 2 inches of water. Cover and steam vegetables over medium heat. The cooking time will depend on the size and amount of vegetable.

Microwave: Put vegetables in a microwave-safe dish with 1 to 2 tablespoons of water. Cover with plastic wrap with holes poked in it for air. Cooking time will be different for fresh or frozen vegetables. See frozen package directions or follow recipe instructions.

Bake: Lightly drizzle or brush vegetables with vegetable oil, or spray with cooking spray. Follow recipe instructions for cooking temperature and time.

Grill: Lightly drizzle or brush vegetables with vegetable oil, or spray with cooking spray. Place vegetables on a grilling rack in the oven or outside on the barbecue. Turn vegetables several times during cooking for even grilling. Grill until golden brown or lightly blackened.

Broil: Lightly drizzle or brush vegetables with vegetable oil, or spray with cooking spray. Place vegetables in a broiling pan. Turn the oven to broil and place the pan under the broiler. Follow recipe instructions for cooking time.

Suggestions: Fresh vegetables are nice in soups or stews. Try adding carrots, potatoes, zucchini, squash, peppers, mushrooms, or eggplant.

USING GREENS: Spinach; Swiss Chard; Kale; Beet, Collard, and Mustard Greens

Choose: Crisp leaves with a bright green color and fresh smell. One pound of fresh greens will make about 1 cup cooked (about 2 servings).

Store: Place greens in a plastic bag. Store in the refrigerator. Use within 3 days.

Prepare: Wash and drain well. For a tasty dish, follow steaming instructions above. Season with garlic or fresh herbs. Add greens to stirfry, soups, and casseroles. Add spinach and Swiss chard to tossed salads for extra color.

Crustless Spinach Pie

¼ cup butter or margarine
3 eggs
1 cup flour
1 cup lowfat milk
1 tsp garlic powder (or ¼ tsp fresh minced garlic)
1 tsp baking powder
12 oz cheese, shredded (cheddar or mozzarella)*
4 cups fresh or 1 package frozen spinach (thawed), chopped

1. Preheat oven to 350 degrees.
2. Melt butter or margarine in 9 x 13-inch pan.
3. Beat eggs well with a fork. Add flour, milk, garlic powder, and baking powder. Stir in cheese and spinach. Pour into the 9 x 13-inch pan.
4. Bake for 35 minutes or until lightly browned. Serves 6.

*Choose part-skim mozzarella or reduced-fat cheddar cheese if possible.

USING CORN:

Choose: Corn on the cob still in its fresh-looking green husk with tassels. Check cobs to make sure they are free of worm damage by pulling back a small section of the husk and checking for even rows of kernels. Ears of corn with small, shiny kernels are sweeter and more tender than those with large, yellow kernels. Eat steamed or grilled corn right off the cob, or slice off the kernels for younger children. Six ears make about 3 cups of corn.

Store: Refrigerate the corn in its husks until ready to cook. Use within a few days.

Prepare: Remove husks just before cooking. Boil the ears of corn on the cob in water in a large pot. Cover and boil for 5 minutes.

USING EGGPLANT:

Choose: Firm, heavy eggplant with smooth, shiny skin, free of marks. One pound of raw eggplant makes about 3 cups diced.

Store: Store eggplant in the refrigerator. Use within 1 week.

Prepare: Wash well before cooking. The skin can be eaten after eggplant is cooked. Broil, bake, lightly stirfry, steam, or stew eggplant.

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Eggplant Casserole

1 large eggplant, peeled
½ pound sliced mushrooms
1½ cups tomato sauce
½ cup bread crumbs
½ cup Parmesan cheese, grated

1. Preheat oven to 350 degrees.
2. Put eggplant in a large pot of boiling water. Lower heat and cook 10 minutes. Drain and cool. Cut into 1-inch pieces. Place in a lightly greased casserole dish with mushrooms and tomato sauce.
3. Mix bread crumbs and cheese. Sprinkle on top of the casserole.
4. Bake at 350 degrees for 40 minutes. Serves 4.

Option: Season with herbs, such as oregano, basil, parsley, or garlic.

USING TOMATOES:

Choose: Plump fruit with no bruises. One medium tomato chopped makes about ½ cup. Choose from different types of tomatoes such as regular red tomatoes, plum tomatoes, cherry tomatoes, or dwarf tomatoes.

Store: To ripen tomatoes, store them in the direct sunlight or at room temperature in a brown paper bag. Store ripe tomatoes at room temperature away from direct sunlight or in the refrigerator. Use within a week.

Prepare: Wash well. Eat raw or use in your favorite recipe.

USING CARROTS:

Choose: Look for smooth, firm, bright orange carrots. Sprouting green shoots with yellow tips may mean that carrots are bad. One pound makes about 3 cups grated, or 3½ to 4 cups sliced or diced.

Store: Remove any leafy tops or stems. Rinse. Drain. Place in a plastic bag before refrigerating.

Prepare: Wash well. Eat carrots raw (scrubbed or scraped, whole, sliced, or shredded) or steam, boil, stirfry, or add to soups, stews, or casseroles. Children under the age of 2 should not be given raw carrots to eat because of the risk of choking.

USING CABBAGE: Green, Red, Savoy, Bok Choy, Chinese

Choose: Firm, heavy cabbages that are free of dried, split, yellowing leaves and soft stems.

Store: Store cabbage in the refrigerator. Use within 2 weeks.

Prepare: Wash and drain well. Remove wilted leaves just before using. Cook in soups and stews or stirfry. Or, eat raw, shredded in salads.

Sources adapted from:

1. Maine WIC Program, *The Market Basket: A Guide for Choosing, Storing and Using Fresh Fruits and Vegetables From Farmers' Markets*.
2. The California Tomato Commission, Fresno, California.
3. California Fresh Carrot Advisory Board, Dinuba, California.

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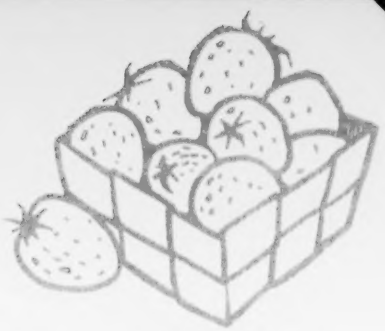
What's That? Choosing, Storing, and Using Fruits From Farmers' Markets



Using farmers' market vouchers is a good way to buy and eat fresh fruit. Use this guide to help with choosing, storing, and using fresh fruit. Try new fruits, or learn to prepare your favorites in new ways.

USING STRAWBERRIES:

Choose: Brightly colored and firm berries with leaves attached. Avoid leaking cardboard boxes or ones that show signs of fuzzy white or green mold. A pint makes about 2 cups of sliced berries.

Store: Cover and store berries in the refrigerator. Use within 2 to 3 days.

Prepare: Wash berries and remove leaves just before using. Enjoy strawberries by themselves, with cereal, mixed with yogurt, or in a recipe.

Strawberry Yogurt Popsicles

2 cups fresh (chopped) or frozen strawberries
12 small paper cups
2 cups lowfat vanilla yogurt
12 wooden sticks*

1. Combine strawberries and yogurt. Mix well.
2. Fill cups with mixture. Cover cups with plastic wrap or tin foil.
3. Insert a stick through the plastic wrap or tin foil.
4. Freeze popsicles until firm.
5. Gently tear away paper cup form frozen yogurt popsicle before eating.

Makes 12 popsicles.

*Supervise children while eating popsicles. Throw away sticks after eating.

USING WATERMELON:

Choose: Well-rounded watermelon with a smooth surface. The underside should be a creamy yellow color. Slap the melon to test for ripeness. A ripe melon will make a sharp pop. If the sound is flat and dull, it may be underripe. If it sounds hollow, it may be too ripe.

Store: Store whole melons in a cool place such as the refrigerator. If it does not fit, cut the melon into smaller pieces, wrap each well in plastic wrap, and store in the refrigerator. Or, store it whole in a cool water bath in a tub or large sink. (Children think this is funny!) Eat the watermelon within a few days.

Prepare: Wash the whole melon well before eating (or slicing for storage) to lower the chance of getting sick from the possible bacteria on the rind. To serve, cut into slices and wedges. ***Note:** remove seeds before serving to young children to prevent choking.

USING BLUEBERRIES AND OTHER BERRIES:

Choose: Berries that are bright, uncrushed, and free of fuzzy white or green mold. Make sure the box is not stained or leaking.

Store: Refrigerate berries in the same container as when purchased. Use within 1 to 2 days.

Prepare: Wash the berries just before using them. Remove stem caps. Berries are great plain, on cereal, or mixed in yogurt.

USING PEARS:

Choose: Firm pears without bruises. They are ready to eat when they are slightly soft. Choose from several types, including Bosc, Anjou, Red, and Bartlett pears.

Store: To ripen, store pears at room temperature. After they have ripened, store them in the refrigerator. Use within 1 week.

Prepare: Wash well. Eat plain, with yogurt, or use in your favorite recipe.

USING CANTALOUPE:

Choose: A well-rounded melon with a sweet smell and slight softness when pressed with your thumb. The skin should be creamy yellow or tan with a net-like texture. Avoid melons that are dented and have soft spots or a bad odor.

Store: Store ripe melons in the refrigerator. Use within 3 to 5 days.

Prepare: Wash the whole cantaloupe well before eating to lower the chance of getting sick from possible bacteria on the rind. To serve, slice the melon lengthwise in halves, quarters, or chunks. Use a spoon to scrape out the seeds and throw them away. Eat plain or with yogurt.

STUFFED CANTALOUPE

Cantaloupe Lowfat cottage cheese Fresh berries (optional)

1. Cut cantaloupe in quarters. Remove seeds with a spoon.
2. Place a scoop of lowfat cottage cheese or fresh berries in the hollowed middle of the cantaloupe. Enjoy! Serves 1 to 2.

Variation: Fill cantaloupe with both berries and cottage cheese.

USING APPLES:

Choose: Firm apples with no soft spots or wrinkles on the skin. One pound of apples makes 3 cups sliced. Choose several different types, including Red Delicious, Golden Delicious, Fuji, Gala, and Granny Smith apples.

Store: Store apples in the refrigerator or on the countertop. Use within 2 weeks or before they feel soft.

Prepare: Wash well. Eat plain, with yogurt, or in your favorite recipe.

Source: Adapted from Maine WIC Program. *The Market Basket: A Guide for Choosing, Storing and Using Fresh Fruits and Vegetables From Farmers' Markets.*

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Ripe-n-Ready: What's in Season?

When a food is "in season," this means that it is the time of the year when the fruit or vegetable grows well. During this "in" season, the food will taste its best and is usually less expensive. What is "in season" varies from region to-region because of weather conditions during the growing seasons. Ask your local farmer or supermarket produce manager what fruits and vegetables are in season in your area.

VEGETABLES AND FRUITS

FALL:	Brussels sprouts, cabbage, cucumbers, eggplant, lima beans, onions, okra, peppers, potatoes, sweet corn, sweet potatoes, summer squash, tomatoes, winter squash
	Apples, avocados, cantaloupe, dates, figs, grapes, honeydew melons, lemons, peaches, pears, plums, prunes, Valencia oranges
WINTER:	Beets, broccoli, brussels sprouts, cabbage, carrots, cauliflower, celery, potatoes, spinach, sweet potatoes, winter squash
	Apples, avocados, dates, grapefruit, lemons, navel oranges, winter pears
SPRING:	Artichokes, asparagus, beets, broccoli, cabbage, carrots, cauliflower, celery, lettuce, onions, peas, potatoes, spinach
	Apples, avocados, grapefruit, lemons, navel oranges, Valencia oranges, strawberries, pears
SUMMER:	Cabbage, carrots, celery, cucumbers, eggplant, green beans, lima beans, lettuce, okra, onions, peppers, potatoes, squash, sweet corn, tomatoes
	Apricots, berries, cantaloupes, cherries, figs, grapes, honeydew melons, lemons, nectarines, peaches, plums, strawberries, Valencia oranges, watermelons

Source: Adapted from U.S. Department of Agriculture, Food and Consumer Service: *Food, Family & Fun: A Seasonal Guide to Healthy Eating*, June 1996.

How To Grow an Herb Garden

Herbs are grown for many reasons: to add flavor to food, as fragrance, or for decoration. Many herb plants can be easily grown indoors on a windowsill. Here are a few tips to get you started.

Growing herbs:

- Plant herb seeds in soil.
- Most herb seeds should be planted no more than 1/4-inch deep in the moist soil or sprinkled on top and covered lightly with the soil.
- Mist the soil with water. A clean spray bottle works well.
- Cover the containers with wax paper or plastic wrap to keep seeds moist until they begin to grow.
- When you can see the plant growing through the soil, remove the wax paper or plastic covering from the container.

Growth and care:

- Herbs require at least 6 hours of sunlight a day.
- A windowsill or room with plenty of sunshine works best.
- Plants don't need to be watered daily.
- Feel the soil for dryness.
- When appropriate, gently mist the plant with water in a clean spray bottle.
- Be careful not to place plants near a heat source, such as a radiator or heater, to prevent them from drying out.

To use:

- When the herbs have grown into plants, cut only the amount of leaves that you will need in the recipe.
- Rinse the herb(s).
- Follow the recipe's instructions for using fresh herbs.

NOTE: Be sure to label the herbs you plant so that you will know what the herbs are and can enjoy them.

Source: Adapted from National Gardening Association, *Growing Ideas*, vol. 7, no. 3, September 1996.

How To Use Herbs and Spices

Herbs and spices can add wonderful flavors to food. Using them instead of salt will help lower the sodium level in a dish. Try flavoring foods with herbs and spices instead of butter and oil. This will help lower the amount of fat in your meal.

How to cook with herbs:

- Add herbs or spices to cooked foods within 1 hour of serving in order to preserve the herb's full flavor.
- Powdered herbs are stronger than dried herbs, and dried are stronger than fresh herbs.
- As a guide: ¼ tsp powdered herbs = ¾ tsp to 1 tsp dried herbs **or** 2 tsp fresh herbs.

Herb/Spice:	Uses:
Allspice:	lean ground meats, stews, tomatoes, peaches, applesauce, cranberry sauce, gravies
Basil:	fish, lamb, baked chicken, stews, salads, soups, tomato sauce, dip
Bay leaves:	lean meats, chicken, stews, soups, tomatoes
Chives:	salads, soups, lean meats, vegetables, baked potatoes, dip
Cinnamon:	fruit (especially apples), breads, pie crusts, pork, sweet potatoes, acorn squash, yogurt, pudding
Curry:	lamb, veal, chicken, fish, tomatoes, tomato soup, mayonnaise, sauces, rice, dip
Dill:	fish, lean beef, chicken, soups, tomatoes, cabbages, carrots, cauliflower, green beans, cucumbers, baked potatoes, salads, pasta, dip
Garlic:	Italian dishes, chicken, vegetable or shrimp stirfry, soups, spinach, broccoli, kale, tomatoes, mashed potatoes
Ginger:	chicken, vegetable, or shrimp stirfry, lean pork, fish, carrots, baked fruits, pie filling
Nutmeg:	baked fruit, pie crusts, sweet potatoes, baked chicken, breads, pudding
Onion Powder:	lean ground meats, stews, soups, vegetables, mashed potatoes, macaroni or potato salads, dip
Oregano:	Italian dishes, tomato sauce, pizza, bean salad, zucchini, tomatoes, spinach, soups
Parsley:	lean meats, fish, soups, potato and macaroni salads, green beans, carrots, dip
Rosemary:	baked chicken, veal, lean pork, stuffing, mashed potatoes, peas, lima beans, green beans
Tarragon:	salad dressing, vegetables, baked chicken, fish, tomato sauce, Italian dishes, pasta
Thyme:	lean meats, baked chicken, tomato sauce, Italian dishes, soups, vegetables, potatoes

Sources adapted from:

1. American Dietetic Association, *The Sodium Story*, 1991.
2. American Heart Association, *Salt, Sodium, and Blood Pressure: Piecing Together the Puzzle*, 1979.

Cooking With Herbs

Garden Fresh Tomato Sauce

3 cups chopped tomatoes
1 tbsp garlic powder
2 fresh parsley leaves, chopped (or 1/4 tsp dried parsley)
2 fresh basil leaves, chopped (or 1/4 tsp dried basil)
2 leaves fresh oregano, chopped (or 1/4 tsp dried oregano)
1 tbsp onion powder
1/8 tsp black pepper

1. Combine all ingredients in a saucepan.
2. Simmer on medium heat for 15 minutes or until tomatoes are soft.
3. Serve over cooked pasta. Serves 4.

Options:

To make thick soup: Add to the sauce 2 cups of chicken broth, 1 cup of cooked macaroni, 1 cup of any vegetable such as cooked or diced carrots, green beans, celery. Serve with a slice of bread.

To make chili: Add to the sauce 1/2 pound of cooked, lean ground meat; 1 cup of pinto or kidney beans; 1 tsp chili powder; 1/4 tsp cumin; and 1 dash hot sauce. Serve in a soup bowl and sprinkle with cheddar cheese.

Snappy Green Beans With Basil Dip

1/2 pound fresh green beans, washed with ends cut off
1/3 cup lowfat mayonnaise
2 tbsp 1% milk
1 tbsp fresh basil, chopped (1 tsp dried basil)
1 tsp onion powder

1. Mix all ingredients except green beans.
2. Put in a small bowl placed in the center of serving platter; surround by green beans. Serves 4.

Source: Adapted from U.S. Department of Agriculture, Food and Consumer Service, Food, *Family & Fun: A Seasonal Guide to Healthy Eating*, June 1996.

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Introducing "%Daily Value"
The Key to Healthy Eating

Nutrition Facts

Serving Size 1/2 cup (114g)
Servings Per Container 4

Amount Per Serving	
Calories 90	Calories from Fat 30
	% Daily Value*
Total Fat 3g	**5%**
Saturated Fat 0g	**0%**
Cholesterol 30mg	**10%**
Sodium 660mg	**28%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 0g	**0%**
Sugars 5g	
Protein 5g	

Vitamin A 4%	•	Vitamin C 2%
Calcium 15%	•	Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet.

TIP:
If the %Daily Value for a nutrient is 5% or less, that means the food is low in that nutrient. If it is 20% or more, the food is high in that nutrient.

There's a nutrition tool called "%Daily Value" that makes it easy to determine whether a food gives you a lot or a little of a particular nutrient. A high percentage means the food contains a lot of a nutrient. A low percentage means it contains a little. With the new %Daily Value, you don't have to do any calculations.

Let's say you're trying to eat less fat. You come across two different brands of frozen mixed vegetables in sauce. One of the packages lists 5% as the %Daily Value for total fat. The other package gives 15%. Which should you choose? The one with 5%—because 5% is less fat than 15%. The %Daily Value can also help you identify foods that are high in a certain nutrient like calcium.

Source: Adapted from Food and Drug Administration, 1994

Milk It! Tips for Eating More Calcium

Milk and other dairy foods, such as cheese, yogurt, and frozen yogurt, provide a lot of calcium and other nutrients. Calcium is important because it helps you to grow strong bones and teeth and helps muscles to work right. Foods that have a lot of calcium are good to eat as a snack or as part of a meal. The following is a list of foods that are good sources of calcium:

Where To Find Calcium

- Milk (WIC)
- Cheese (WIC)
- Yogurt
- Nonfat dry milk powder
- Frozen yogurt
- Cereal (calcium fortified)* (some WIC cereals)
- Cottage cheese
- Juice (calcium fortified)*
- Tofu
- Sardines

Fitting Dairy Foods in Daily

Try these ideas for adding more calcium-rich foods to your meals and snacks:

- Milk (lowfat white, chocolate, or strawberry)†
- Milk and cereal
- Oatmeal with milk added
- Breakfast shake—mix milk, fruit, and ice
- Cheese and crackers
- Grilled cheese sandwich
- Yogurt—plain or with added fruit
- Pizza—try a taco pizza or garden vegetable pizza for a change
- Cream soup with added nonfat dry milk powder
- Milkshake with a scoop of frozen yogurt or ice milk
- Instant pudding made with milk
- Mashed or baked potato with plain yogurt or shredded cheese
- Nachos with cheese and beans
- Western omelet with cheese, green peppers, onions, and mushrooms

* Some foods have extra calcium added. Read the label to see how much calcium is in the food.
† Children younger than 2 years of age should drink whole milk.

Dairy-licious Recipes

Fruit Sundae

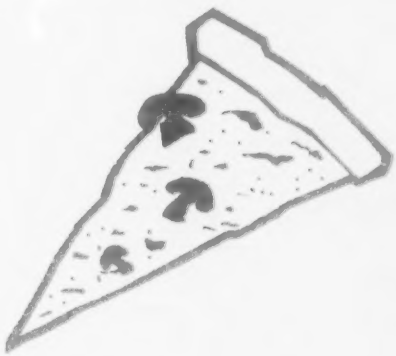
2 cups fresh, frozen, or canned fruit (apples, bananas, cantaloupe, peaches, strawberries)
1 cup (8 oz) plain or lowfat vanilla yogurt *
2 cups WIC cereal
4 drinking glasses or paper cups

1. Clean fresh fruit (i.e., remove seeds and pits), drain canned fruit, or thaw frozen fruit.
2. Place 2 tbsp of fruit in the bottom of the cup.
3. Spoon 2 tbsp yogurt on the top of the fruit layer.
4. Spoon 2 tbsp WIC cereal on top of the yogurt layer.
5. Repeat twice. This will make two layers of each ingredient. Serves 4.

* Frozen yogurt can be used instead of vanilla yogurt.

My Very Own Veggie Pizza

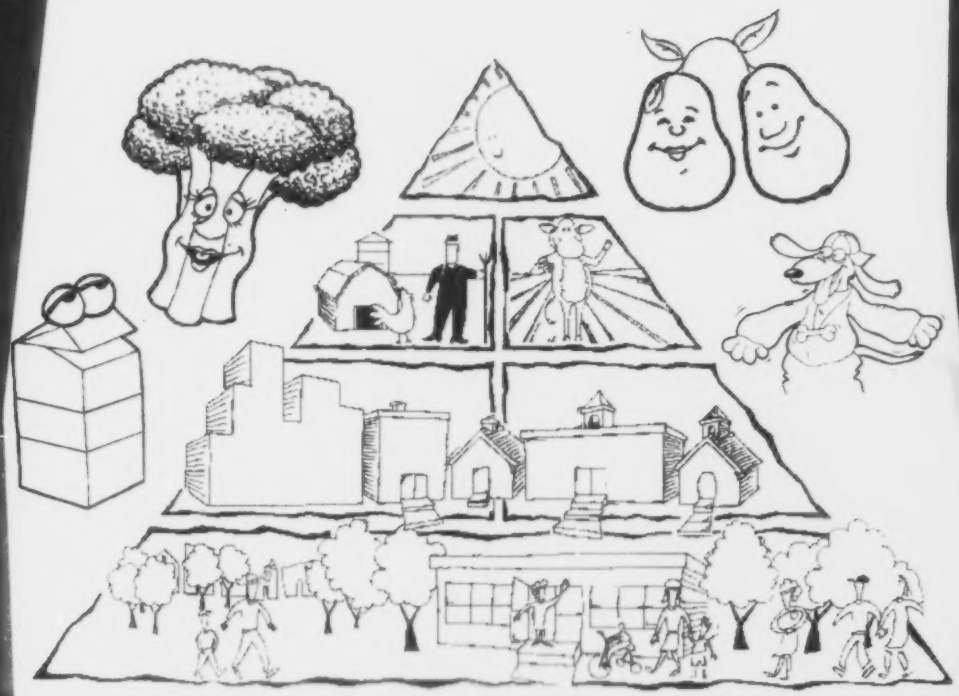
½ cup prepared pizza sauce
1 cup thinly sliced mushrooms
1 small zucchini (about 1 cup), thinly sliced
1 medium green or red bell pepper, diced
2 cups shredded mozzarella cheese
2 tbsp grated Parmesan cheese
½ tsp each dried oregano and basil
4 English muffins, cut into halves



1. Preheat oven to 400 degrees.
2. Place English muffins on baking sheet.
3. Spread 2 tbsp pizza sauce in the center of the English muffin half.
4. Arrange vegetables over sauce.
5. Combine mozzarella, Parmesan, and herbs.
6. Sprinkle over vegetables.
7. Bake 15 minutes or until cheese has melted and crust is crisp. Let cool before serving. Cut into bite-size pieces for smaller children. Serves 4 to 8.

Source: Adapted from National Dairy Council, *Power Up From the Inside Out*, 1996.

Resources



Resources

- Activity Planning Checklist
- Potential Community and Nutrition Education Partners
- Cooperative Extension Service Contact Information
- Farmers' Market Contact Information
- Team Nutrition Supporters' Contact Information
- Hotlines, Addresses, Internet
- Materials List (includes Team Nutrition Resources)
- WIC Educator's Guides
  - National Health Events Calendar
  - Children's Books About Food, Eating, and Health
  - How To Grow an Herb Garden
  - Nutrition Facts Food Label
  - Understanding the Food Label

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Activity Planning Checklist

PLANNING

- ❑ Establish a committee.
- ❑ Develop a plan.
- ❑ Create a theme.
- ❑ Determine size of the activity.
- ❑ Establish dates and times.
- ❑ Confirm with partners.
- ❑ Call participants to remind them to attend the activity.

BUDGET

- ❑ Solicit in-kind contributions from partners, local businesses, civic groups.
- ❑ Purchase materials (art supplies, food, seeds, video, etc.) if necessary.
- ❑ Develop budget using estimates obtained from vendors and others who have conducted similar activities.

PARTNERSHIPS

- ❑ Identify and involve potential community partners.
- ❑ Identify and involve Team Nutrition supporters.
- ❑ Select and recruit guest speakers.

RECRUITMENT

- ❑ Recruit volunteers from local Team Nutrition Schools, civic organizations, and religious organizations.
- ❑ Make record of names, addresses, and telephone numbers of volunteers.
- ❑ Make reminder calls.

EQUIPMENT

- ❑ Identify and make a list of all materials and equipment needed. See each activity for specific items.
- ❑ Solicit items from partners (local businesses and other community groups) if needed.

PROMOTIONAL MATERIALS

- ❑ Identify and list the informational and promotional materials needed such as fliers, registration forms, etc.
- ❑ Prepare and photocopy materials.
- ❑ Distribute materials.

PROMOTION

- ❑ Publicize the activity.
- ❑ Register participants.

FOOD/REFRESHMENT

- ❑ Determine food and beverage needs.
- ❑ Identify providers and arrange for delivery.
- ❑ Obtain paper goods (napkins, plates, cups, plastic utensils).

ACTIVITY/SETUP

- ❑ Set up refreshments, materials, and loading areas at site, etc.
- ❑ Clean up.

CONTINGENCY

- ❑ Select an alternative date in case of cancellation.

FOLLOWUP

- ❑ Thank-you letters for partners and volunteers.
- ❑ Evaluate the activity.

Potential Community and Nutrition Education Partners

This is a list (in alphabetical order) of potential partners for various activities. You might add to this list based on who you know in your community. Each activity in this kit makes suggestions for partnerships and also identifies roles the partners can play.

Adult education
American Cancer Society
American Heart Association
Art supply stores
Athletic coaches
Banks
Beauty stores/shops
Botanical gardens/arboretums
Boys/Girls clubs
Care for Kids (coalition with doctors, dentists, nurses)
Childbirth educators
Churches/synagogues
Childcare centers
Clothing stores
Colleges/universities
Community centers
Cooperative Extension Service
County health departments
Culinary schools/chefs
Cultural centers (e.g., Compania Center, VA)
Dentists/dental students
Department of Parks and Recreation
Department of Public Health
Department stores (e.g., Sears, JC Penny)
Dietitian/dietetic interns
Drop-in service support centers (e.g., Healthy Babies, DC)
Expanded Food and Nutrition Education Program (EFNEP)
Farmers/farmers' markets
Fire stations
Food stamp offices
Grocery stores
Headstart
Health centers (e.g., teen health centers)
Herb Society of America
Hospitals/medical centers
Junior Leagues
Language clubs/classes
Libraries/librarians
Local athletes
Local media (e.g., radio, television, newspaper)
Mini-marts
Malls
National Gardening Association
National Hispanic advertising agencies (e.g., Salud en Tus Manos)
Nutrition Education Training (NET)
Other WIC clinics
Public figures (e.g., mayor)
Public transportation
Recreational centers
Restaurants
Salvation Army
Senior centers
Shelters (e.g., battered women, homeless)
Specialty ethnic food stores
Team Nutrition Schools/supporters
Thrift stores/Goodwill
Tenant organizations
Trade associations
United Way
Urban gardeners
Urban League
Variety stores
YMCA/YWCA
4-H clubs

Contacting Cooperative Extension Service Offices

LOCAL COOPERATIVE EXTENSION SERVICE OFFICE

Cooperative Extension Service offices are a source of nutrition education resources, programs, and Team Nutrition-related youth, family, and community activities. The local offices are usually in courthouses, post offices, or other government buildings. Telephone numbers are usually listed in the telephone directory under county/city government, and often the listing includes the name of the land-grant university.

STATE EXTENSION OFFICES

Cooperative Extension Service State offices are located on the campuses of land-grant universities. Below is a list of Cooperative Extension faculty which is a source of research-based nutrition information, including Team Nutrition in the State offices.

NATIONAL OFFICE

The national office is located at the U.S. Department of Agriculture, Washington, DC
Families, 4-H, and Nutrition
CSREES, USDA-Stop 2225
1400 Independence Avenue, SW
Washington, DC 20250-2225
Tel: (202) 720-2908
Fax: (202) 690-2469 or contact via Email:
CSREES@reeusda.gov
or on the CSREES Home Page on the World Wide Web at: http://www.reesusda.gov

AMERICAN SAMOA

Dr. Carol S. Whitaker
State Coordinator
Family & Consumer Science
Land Grant Program, American Samoa Community College
P.O. Box 5319
Pago Pago, AS 96799
Tel: (684) 699-1394
Fax: (684) 699-4595
Email:
wit@elele.peacesat.hawaii.edu

ALABAMA

Dr. Eunice A. Bonsi
Nutrition Educator/Family Life Specialist
Tuskegee University
Kellogg Conference Center
Extension/Continuing Education Office
Tuskegee, AL 36088
Tel: (334) 727-8816/8601
Fax: (334) 724-4199
Email: ebonsi@acd.tusk.edu

Dr. Barbara Struepler
Nutrition Specialist
207 Duncan Hall
Auburn, AL 36849
Tel: (334) 844-2217
Fax: (334) 844-5354
Email:
bstruemp@acenet.auburn.edu

Dr. Jannie Jones-Carter
Program Leader/Home Econ.
Alabama A&M Univeristy
1890 Extension Programs
Normal, AL 35762-1327
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Fax: (205) 851-5840
Email:
aamjws01@asnaam.aamu.edu

ALASKA

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Food & Nutrition Specialist
Alaska Cooperative Extension
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P.O. Box 756180
Fairbanks, AK 99775-6180
Tel: (907) 474-6338
Fax: (907) 474-7439
Email: ffbrl@aurora.alaska.edu

ARIZONA

Dr. Linda Houtkooper
Nutrition Specialist
The University of Arizona
Department of Nutritional Sciences
Room 312, FCR Building
P.O. Box 210033
Tucson, AZ 85721-0033
Tel: (520) 621-7126
Fax: (520) 621-9445
Email: houtkoop@ag.arizona.edu

ARKANSAS

Dr. Irene K. Lee
Extension Family/Child Development Specialist
University of Arkansas/Pine Bluff
1890 Extension Program
Box 4966
Pine Bluff, AR 71601
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Email:

Dr. Rosemary Rodibaugh
Extension Nutrition Specialist
University of Arkansas, CES
P.O. Box 391
2201 Brookwood Drive
Little Rock, AR 72203
Tel: (501) 671-2111
Fax: (501) 671-2251
Email:
rrodibaugh@uaex.arknet.edu

CALIFORNIA

Dr. Marilyn Townsend
Youth EFNEP Specialist
University of California, Dept. of California
Davis, CA 95616
Tel: (916) 752-7899
Fax: (916) 752-8966
Email: mstownsend@ucdavis.edu

COLORADO

Dr. Jennifer Anderson
Extension Nutrition Specialist
Colorado State University
200-A Gilford
Fort Collins, CO 80523
Tel: (970) 491-7334
Fax: (970) 491-7252
Email: jela@lamar.colo.state.edu

CONNECTICUT

Dr. Colleen Thompson
University of Connecticut-CES
1376 Storrs Road, U-36
Storrs, CT 06269-4036
Tel: (860) 486-1987
Fax: (860) 486-4128
Email:
cthompson@canr1.cag.uconn.edu

DELAWARE

Dr. Sue Snider
Extension Specialist
University of Delaware
123 Townsend Hall
Newark, DE 19717-1303
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Contacting Farmers' Markets

Look for the nearest one in your local community.

Most farmers' markets are sponsored by cities, chambers of commerce, farmer cooperatives and local not-for-profit organizations working to enhance the community and local agriculture. Typically, the markets are located on downtown public streets, squares, plazas, and parking lots, in neighborhood parks, at shopping malls, or at designated market facilities under open-air sheds.

Below is a sampling of local farmers' markets across the Nation. (We have listed only two for each State). For those involved in planning and developing farmers' markets around the country or for a complete listing of all farmers' markets, a new directory is available: 1996 National Farmers' Market Directory. For a copy, write to:

USDA/AMS/TMD/W&AM
Room 2642, South Building
14th & Independence Ave., SW
Washington, DC 20250
The Internet address of the directory is: http://www.usda.gov/ams/states.htm

LIST OF KEY FARMERS' MARKETS

ALABAMA

Jefferson County Truck Growers Association
414 West Finley Avenue
Birmingham, AL 35204
Contact: Danny Jones
(205) 251-8737
YEAR-ROUND

Montgomery State Farmers' Market
1655 Federal Drive
Montgomery, AL 36109
Contact: Benny Hitch
(205) 242-5350
YEAR-ROUND

ALASKA

Central Kenai Peninsula Farmers' Market
P.O. Box 988
Kenai, AK 99611
Contact: Leah Spaulding
(907) 283-3633
OPEN-AIR/SEASONAL

Saturday Farmers' Market
700 6th Avenue, Suite 206
Anchorage, AK 99501
Contact: Dave Harbour
(907) 276-8970
OPEN-AIR/SEASONAL

ARIZONA

Heritage Square Farmers' Market
7th & Monroe Streets
Phoenix, AZ 85034
Contact: Dee or John Logan
(602) 848-1234
YEAR-ROUND

Sun City-Campana Square Farmers' Market
98th Avenue & Bell Road
Sun City, AZ 85351
Contact: Dee or John Logan
(602) 848-1234
OPEN-AIR/SEASONAL

ARKANSAS

Downtown Farmers' Market
6th & Scott Streets
Little Rock, AR 72201
Contact: Christy Copeland
(501) 375-0121
OPEN-AIR/SEASONAL

Fayetteville Farmers' Market
The Square
Fayetteville, AR 72701
Contact: Sara Pollard
(501) 634-7122
OPEN-AIR/SEASONAL

CALIFORNIA

Los Angeles Adams & Vermont Farmers' Market
St. Agnes Catholic Church parking lot
Los Angeles, CA 90007
Contact: Roy Edwards
(213) 777-1755
YEAR-ROUND

San Francisco Heart of the City Farmers' Market
Market & 7th Streets
San Francisco, CA 94102
Contact: Christine Adams
(415) 558-9455
YEAR-ROUND

COLORADO

Denver Farmers' Market
17th & Market Street
Denver, CO 80202
Contact: Verne Batchelder
(303) 794-7768
OPEN-AIR/SEASONAL

Ft. Collins Farmers' Market
Mountain & Mason Streets
Ft. Collins, CO 80524
Contact: Kenneth Hall or
Kathleen Mannix
(970) 493-1427
OPEN-AIR/SEASONAL

CONNECTICUT

Hartford/Park Street Farmers'
Market
Park & Washington Streets
Hartford, CT 06112
Contact: Brian Kelliher
(860) 749-4186
OPEN-AIR/SEASONAL

New Haven Farmers' Market
Orange Street, Pitkin Plaza
New Haven, CT 06473
Contact: James Clouse, Sr.
(203) 272-2372
OPEN-AIR/SEASONAL

DELAWARE

Wilmington Farmers' Market
8th & Orange Streets
Wilmington, DE 19801
Contact: Beverly Zimmerman
(302) 571-9088
YEAR-ROUND

DISTRICT OF COLUMBIA

DC Open-Air Farmers' Market
Oklahoma Avenue & Benning
Road
Washington, DC 20002
Contact: Al Smith
(202) 728-2800
OPEN-AIR/SEASONAL

Eastern Market
7th & South Carolina Avenue, SE
Washington, DC 20032
Contact: Al Smith
(202) 543-7293
YEAR-ROUND

FLORIDA

Fort Myers Farmers' Market
P. O. Box 187
2744 Edison Avenue
Ft. Myers, FL 33916
Contact: Clad Brockett
(941) 332-6910
YEAR-ROUND

Gadsden County Farmers' Market
U.S. 90 West, Route 4, Box 1228-F
Quincy, FL 32351
Contact: Jim Warner
(904) 627-6484
YEAR-ROUND

GEORGIA

Atlanta State Farmers' Market
16 Forest Parkway
Forest Park, GA 30050
Contact: Mike Bonner
(404) 366-6910
YEAR-ROUND

Thomasville State Farmers'
Market
502 Smith Avenue
Thomasville, GA 31792
Contact: Rex Gay
(912) 225-4072
YEAR-ROUND

IDAHO

Downtown Boise Farmers' Market
8th & Main Street
Boise, ID 83702
Contact: Helen Miller
(208) 336-0267
OPEN-AIR/SEASONAL

Twin Falls Farmers' Market
Saturday - 2318 Addison Avenue
East
Every other Tuesday - Main & 2nd
Street South
Twin Falls, ID 83301
Contact: Steve Tanguy
(208) 734-7134
OPEN-AIR/SEASONAL

ILLINOIS

Chicago Farmers' Market, Logan
Square
63rd & Halsted
Chicago, IL 60602
Contact: Constance Buscemi
(312) 744-4006
OPEN-AIR SEASONAL

Springfield Farmers' Market
Downtown Square
Springfield, IL 62701
Contact: Paul Edwards
(217) 789-2255
OPEN-AIR/SEASONAL

INDIANA

Bloomington Community
Farmers' Market
East 6th Street
Bloomington, IN 47408
Contact: Craig Brenner
(812) 331-6430
OPEN-AIR/SEASONAL

Lafayette Farmers' Market
5th Street between Main &
Columbia Streets
Lafayette, IN 47901
Contact: Susan Smith
(317) 742-2313
OPEN-AIR/SEASONAL

IOWA

Davenport Association Farmers'
Market
Gaines & Western Avenues on
River Drive
Davenport, IA 52802
Contact: Ken Nelson
(319) 787-2429
OPEN-AIR/SEASONAL

Downtown Des Moines Farmers'
Market
4th & Court Avenues
Des Moines, IA 50309
Contact: Toni Wilson
(515) 245-3880
OPEN AIR/SEASONAL

KANSAS
Topeka Farmers' Market
10th & Topeka Boulevard
Topeka, KS 66612
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(913) 234-9336
OPEN-AIR/SEASONAL

Wichita Farmers' Market
21st & Ridge
Wichita, KS 67202
Contact: Sandy Allen
(316) 796-1994
OPEN-AIR/SEASONAL

KENTUCKY
Lexington Farmers' Market
Vine Street
Lexington, KY 40507
Contact: Kate Kriegel
(502) 863-1517
OPEN-AIR/SEASONAL

Louisville Farmers' Market
Crescent Hill Methodist Church
Frankfort Avenue
Louisville, KY 40206
Contact: Maupin Cantrell
(502) 896-0396
OPEN-AIR/SEASONAL

LOUISIANA
Iberia Parish Farmers' Market
Sugar Cane Festival Building
New Iberia, LA 70562
Contact: Norris Grabert
(318) 369-4440
SEASONAL

Shreveport Farmers' Market
Parking lot of Expot Hall
Shreveport, LA 71101
Contact: Charles Lombardino
(318) 673-7700
SEASONAL

MAINE
Auburn Mall Farmers' Market
Porteous rear lot, Turner Street side
Auburn, ME 04210
Contact: Leo Tetreault
(207) 786-2976
OPEN-AIR/SEASONAL

Augusta Farmers' Market
Wednesday - Water Street
Saturday - Turnpike Mall
Western Avenue
Augusta, ME 04330
Contact: Sharon Carter
(207) 737-2872
OPEN-AIR/SEASONAL

MARYLAND
Baltimore Farmers' Market
Holiday & Saratoga Streets
Baltimore, MD 21202
Contact: Carole Simon
(410) 752-8632
OPEN-AIR/SEASONAL

Southern Maryland Regional Farmers' Market
Route 301 South, state warehouse
Cheltenham, MD 20623
Contact: David Rada
(301) 372-1066 in MD
or 1-800-533-FARM
SEASONAL

MASSACHUSETTS
Charlton/Mass Pike Farmers' Market
Visitor information service area
Boston, MA 02202
Contact: Anneli Johnson
(617) 727-3018
OPEN-AIR/SEASONAL

Springfield Farmers' Market
Main & E. Court Street, Civic Center
Springfield, MA 01001
(413) 786-9817
Contact: Liz Middleton
OPEN-AIR/SEASONAL

MICHIGAN
Detroit Eastern Market
2934 Russell Street
Detroit, MI 48207
Contact: Jesse Henderson
(313) 833-1560
YEAR-ROUND

Grand Rapids City Farmers' Market II
140 Monroe Center, Suite 300
Grand Rapids, MI 49503
Contact: Debbie Myscka
(616) 774-7124
OPEN-AIR/SEASONAL

MINNESOTA
Minneapolis Farmers' Market
Off Interstate 94, exit 230
Minneapolis, MN 55440
Contact: Larry Cermak
(612) 333-1718
SEASONAL

St. Paul Farmers' Market
290 E. Fifth Street
St. Paul, MN 55101
Contact: Patty Brand
(612) 227-8101
SEASONAL

MISSISSIPPI
Central Farmers' Market
352 Woodrow Wilson
Jackson, MS 39216
Contact: Billy Carter
(601) 354-6573
SEASONAL

Meridian Area Farmers' Market
1800 Main Street
Meridian, MS 39301
Contact: Jim Hollis
(601) 482-9764
SEASONAL

MISSOURI
Jefferson City Farmers' Market
Washington Park
Jefferson City, MO 65101
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(314) 634-6482
OPEN-AIR/SEASONAL

Kansas City Farmers' Market
5th & Main Streets off
Interstate 70
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(816) 842-1271
YEAR-ROUND

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Contact: Betty LaSalle
(406) 442-1355
OPEN-AIR/SEASONAL

NEBRASKA
Lincoln Haymarket Farmers'
Market
(2 Locations)
Saturday - Downtown Haymarket
District
Wednesday - Foundation Garden
1417 N Street
Lincoln, NE 68508
Contact: Billene Nemec
(402) 435-7496
OPEN-AIR/SEASONAL

The Omaha Farmers' Market
(2 locations)
Thursday - Old Market parking lot
11th & Jackson Streets
Saturday - Rockbrook Shopping
Center
108th & Center
Omaha, NE 68131
Contact: Vic Gutman
(402) 345-5401
OPEN-AIR/SEASONAL

NEW HAMPSHIRE
Concord Farmers' Market
North State Street
Concord, NH 03301
Contact: Sherrie Morrill
(603) 753-4849
OPEN-AIR/SEASONAL

NH Farmers' Open-Air Market -
Manchester
Beech & Valley Streets
Manchester, NH 03104
Contact: Gene Matteuzzi
(603) 432-2978
OPEN-AIR/SEASONAL

NEW JERSEY
Market Square Farmers' Market
275 West Market Street
Newark, NJ 07103
Contact: Authur Coles
(908) 355-5458
OPEN-AIR/SEASONAL

Trenton Farmers' Market
960 Spruce Street
Trenton, NJ 08648
Contact: Jack & Marcia Ball
(609) 695-2998
YEAR-ROUND

NEW MEXICO
Albuquerque Growers' Market
Caravan East parking lot
7605 Central Avenue, NE
Albuquerque, NM 87110
Contact: Ed & Pat Shaffer
(505) 265-7250
OPEN-AIR/SEASONAL

Santa Fe Farmers' Market
Sanbusco Market Center
Santa Fe, NM 87505
Contact: Pamela Roy
(505) 983-4098
OPEN-AIR/SEASONAL

NEW YORK
Central New York Regional
Farmers' Market
2100 Park Street & Hiawatha
Boulevard
Syracuse, NY 13208
Contact: Chris Togias
(315) 422-8647
OPEN-AIR/YEAR-ROUND

East Harlem Community
Farmers' Market
98th Street & Lexington Avenue
New York, NY 10029
Contact: Hilary Baum
(718) 884-5716
OPEN-AIR/SEASONAL

Federal Plaza Greenmarket
Broadway & Thomas Streets
New York, NY 10013
Contact: Barry Benepe
(212) 477-3220
OPEN-AIR/YEAR-ROUND

NORTH CAROLINA
North Asheville Tailgate Market
Grace Plaza
Asheville, NC 28801
Contact: Ira Mallard
(704) 683-1812
OPEN-AIR/SEASONAL

Charlotte Regional Farmers'
Market
P.O. Box 669184
1801 Yorkmont Road
Charlotte, NC 28266-9184
Contact: Frank Suddreth
(704) 357-1269
YEAR-ROUND

NORTH DAKOTA
Bismarck Farmers' Market
K-mart parking lot
Lincoln, ND 58501
Contact: Richard Kimball
(701) 224-9973
OPEN-AIR/SEASONAL

The Community Farmers' Market
400 4th Street South
Fargo, ND 58103
Contact: Jim Hahn
(701) 347-4933
OPEN-AIR/SEASONAL

OHIO
East Cleveland Farmers' Market
Coit & Woodworth Avenues
Cleveland, OH 44112
Contact: Dick Woodworth
(216) 428-1385
OPEN-AIR/SEASONAL

North Market
29 Spruce Street
Columbus, OH 43215
Contact: Karen Knies
(614) 463-9664
OPEN-AIR/SEASONAL

OKLAHOMA
Farmers Public Market
311 Klein Street
Oklahoma City, OK 73108
Contact: Manager
(405) 232-6506
OPEN-AIR/SEASONAL

Stillwater Main Street Farmers' Market
P.O. Box 1881
Stillwater, OK 74076
Contact: Renee Harris
(405) 624-2921
OPEN-AIR/SEASONAL

OREGON
Lane County Farmers' Market
East 8th & Oak Streets
Eugene, OR 97401
Contact: David Amorose
(503) 342-5856
OPEN-AIR/SEASONAL

Portland Farmers' Market
1200 Northwest Front Avenue
Portland, OR 97215
Contact: Craig Mosback
(503) 705-2460
OPEN-AIR/SEASONAL

PENNSYLVANIA
Reading Terminal Market
51 North 12th & Arch Street
Philadelphia, PA 19107
Contact: Gerry Murphy
(215) 922-2317
YEAR-ROUND

State College Farmers' Market
Locust Lane
State College, PA 16801
Contact: Mrs. Scott Case
(814) 422-8735
OPEN-AIR/SEASONAL

RHODE ISLAND
South Kingstown Farmers' Market
University of Rhode Island
Kearney Gym
Route 138
Kingston, RI 02881
Contact: Patricia Gardiner
(401) 789-1388
OPEN-AIR/SEASONAL

The Governor Dyer Cooperative Market Inc.
Between Promenade, Valley, Rathbone, and Hemlock Streets
Providence, RI 02908
Contact: Cindy Mello
(401) 273-8800
SEASONAL

SOUTH CAROLINA
Columbia Farmers' Market
P.O. Box 13504
Columbia, SC 29201
Contact: Lee Sowell
(803) 253-4041
YEAR-ROUND

Greenville State Farmers' Market
1354 Rutherford Road
Greenville, SC 29609
Contact: Jack Watson
(803) 244-4023
YEAR-ROUND

SOUTH DAKOTA
Chamber of Commerce Farmers' Market
108 East Missouri Avenue
Pierre, SD 57501
Contact: Gail Brink
(605) 224-7361
OPEN-AIR/SEASONAL

Downtown Farmers' Market
Main Street
415 South 1st Avenue
Sioux Falls, SD 57501
Contact: Beth Knoblock
(605) 338-4009
OPEN-AIR/SEASONAL

TENNESSEE
Knox County Regional Farmers' Market
4700 New Harvest Lane
Knoxville, TN 37918
Contact: Kevin Hosey
(615) 524-3276
YEAR-ROUND

Metro Farmers' Market
618 Jackson Street
Nashville, TN 37219
Contact: Larry Suiter
(615) 259-7903
YEAR-ROUND

TEXAS

San Antonio Farmers' Market
Jackson-Keller Road
San Antonio, TX 78230
Contact: Andy Vidaure
(210) 663-3579
OPEN-AIR/SEASONAL

South Austin Farmers' Market
Pickle Road off South Congress Avenue
Austin, TX 78704
Contact: Anthony Piccola
(512) 285-4758
YEAR-ROUND

UTAH

Downtown Alliance Farmers' Market
Pioneer Park
300 West & 300 South
Salt Lake City, UT 84111
Contact: Brad Parkin
(801) 359-5118
OPEN-AIR/SEASONAL

Spanish Fork Farmers' Market
City Park, Center & Main Streets
Spanish Fork, UT 84660
Contact: Mary Maslyn
(801) 798-5000
OPEN-AIR/SEASONAL

VERMONT

Capitol City Farmers' Market
State & Elm Street
Montpelier, VT 05601
Contact: Margery Bower
(802) 229-1935
OPEN-AIR/SEASONAL

West River Farmers' Market
Routes 11 & 100
Londonderry, VT 05148
Contact: Ann Hausslein
(802) 824-4486
OPEN-AIR/SEASONAL

VIRGINIA

Charlottesville City Farmers' Market
Carver Recreation Center
Charlottesville, VA 22906
Contact: Bob Crytzer
(804) 971-3271
OPEN-AIR/SEASONAL

Richmond Farmers' Market
17th & Main Streets
Richmond, VA 23232
Contact: Larry Ingram
(804) 780-8597
OPEN-AIR/SEASONAL

WASHINGTON

Pike Place Market
First Avenue & Pike
Seattle, WA 98101
Contact: Steve Evans
(206) 682-7453
OPEN-AIR/SEASONAL

Spokane Marketplace
Riverfront Park
Spokane, WA 99202
Contact: Jackie Rappe
(509) 482-2627
OPEN-AIR/SEASONAL

WEST VIRGINIA

Charleston Farmers' Market
599 Eagan Street
Charleston, WV 25301
Contact: Henry Bender
(304) 558-0185
YEAR-ROUND

Morgantown Farmers' Market
High Street Court House Plaza
Morgantown, WV 26507
Contact: Asel Kennedy
(304) 291-7201
OPEN-AIR/SEASONAL

WISCONSIN

Madison Farmers' Market
Capitol Square
Madison, WI 53714
Contact: Mary Carpenter
(414) 563-5037
OPEN-AIR/SEASONAL

Milwaukee Farmers' Market
4th & Wisconsin Avenue
Milwaukee, WI 53201
Contact: Elizabeth Nicols
(414) 276-6696
OPEN-AIR/SEASONAL

WYOMING

Casper Farmers' Market
2011 Fairgrounds Road
Casper, WY 82604
Contact: Sue Jones
(307) 261-5219
OPEN-AIR/SEASONAL

Cheyenne Farmers' Market
1620 Central Avenue
Cheyenne, WY 82001
Contact: Bill Buckles
(307) 635-9291
OPEN-AIR/SEASONAL

National Team Nutrition Supporters (Organizations)

Many Team Nutrition supporters may be contacted to request assistance with these activities. Many of the organizations listed below have local affiliates, who could be contacted. They include:

Agricultural Women's Leadership Network
Drawer 88
Kilgore, NE 69210-0088
Phone: 402-966-2741
Fax: 402-966-2136

Agenda for Children
P.O. Box 51837
New Orleans, LA 70151
Phone: 504-586-8509
Fax: 504-586-8522

American Bakers Association
1350 I Street, NW
Suite 1290
Washington, DC 20005-3305
Phone: 202-789-0300
Fax: 202-898-1164

American Culinary Federation
601 E Street, NW
Washington, DC 20049
Phone: 202-434-6404
Fax: 202-434-6454

American Dietetic Association
216 West Jackson Boulevard
Suite 800
Chicago, IL 60606-5995
Phone: 800-877-1600
Fax: 312-899-1739

American Association of Family and Consumer Sciences
1555 King Street
4th Floor
Alexandria, VA 22314
Phone: 703-706-4600
Fax: 703-706-4663

American Cancer Society
316 Pennsylvania Avenue, SE
Washington, DC 20003-1146
Phone: 202-546-4011
Fax: 202-546-1682

American College of Physicians
700 13th Street, NW
Suite 250
Washington, DC 20005
Phone: 202-393-1650
Fax: 202-289-8274

American College of Preventive Medicine
1660 L Street
Suite 206
Washington, DC 20036-5603
Phone: 202-466-2044
Fax: 202-466-2662

American Farm Bureau Federation
Food and Nutrition Division
600 Maryland Avenue, SW
Suite 800
Washington, DC 20024
Phone: 202-484-3617
Fax: 202-484-3604

American Heart Association
7272 Greenville Avenue
Dallas, TX 75231-4596
Phone: 214-373-6300
Fax: 214-706-1341

American National Cattle Women, Inc.
P.O. Box 3881
Englewood, CO 80155
Phone: 303-694-0313
Fax: 303-694-2390

American Nurses Association
600 Maryland Avenue, SW
Suite 100W
Washington, DC 20024-2571
Phone: 202-651-7000
Fax: 202-651-7001

Association for the Advancement of Health Education
1900 Association Drive
Reston, VA 22091
Phone: 703-476-3437
Fax: 703-476-6638

Association of Maternal and Child Health Programs
Massachusetts Department of Public Health
250 Washington Street, 5th Floor
Boston, MA 02108
Phone: 617-624-6090
Fax: 617-624-6062

Association of State and Territorial Public Health Nutrition Directors (ASTPHND)
415 2nd Avenue, NE
Suite 200
Washington, DC 20002
Phone: 202-546-2630
Fax: 202-546-3018

Big Brothers/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
Phone: 215-567-7000
Fax: 215-567-0394

Campaign for Food Literacy, The
3721 Midvale Avenue
Philadelphia, PA 19129
Phone: 215-951-0330
Fax: 215-951-0342

Center for Science in the Public Interest
1875 Connecticut Avenue, NW
Suite 300
Washington, DC 20009-4954
Phone: 202-332-9110
Fax: 202-265-4954

Children's Action Network
10951 West Pico Boulevard
Los Angeles, CA 90064
Phone: 310-470-9599
Fax: 310-474-9665

Children's Defense Fund
25 E Street, NW
Washington, DC 20002
Phone: 202-662-3558
Fax: 202-662-3550

Children's Foundation, The
725 15th Street, NW
Suite 505
Washington, DC 20005-2109
Phone: 202-347-3300
Fax: 202-347-3382

Culinary Institute of America, The
Continuing Education and Industry Services
433 Albany Post Road
Hyde Park, NY 12538-1499
Phone: 914-452-2230
Fax: 914-451-1066

Dole Food Company, Inc.
155 Bouvet Street
Suite 476
San Mateo, CA 94402
Phone: 415-570-4378
Fax: 415-570-5250

General Mills, Inc.
P.O. Box 1113
Minneapolis, MN 55440
Phone: 612-540-3556
Fax: 612-540-7926

Girl Scouts of the USA
420 5th Avenue
New York, NY 10018-2702
Phone: 212-852-8000
Fax: 212-852-6515

Green Thumb, Inc.
2000 North 14th Street
Suite 800
Arlington, VA 22201
Phone: 703-522-7272
Fax: 703-522-0141

KIDSNET
6856 Eastern Avenue, NW
Suite 208
Washington, DC 20012
Phone: 202-291-1400
Fax: 202-882-7315

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815-4999
Phone: 301-961-2800
Fax: 301-961-2894

National Alliance of Vietnamese-American Service
1220 L Street, NW
Suite 555
Washington, DC 20006
Phone: 202-682-9100
Fax: 202-682-9109

National American Wholesale Grocers Association
201 Park Washington Court
Falls Church, VA 22046
Phone: 703-532-9400
Fax: 703-538-4673

National Association of WIC Directors
1627 Connecticut Avenue, NW
Suite 5
Washington, DC 20009
Phone: 202-232-5492
Fax: 202-232-5492

National Black Child Development Institute, Inc.
1023 15th Street, NW
Suite 600
Washington, DC 20005
Phone: 202-387-1281
Fax: 202-234-1738

National Black Nurses Association, Inc.
1511 K Street, NW
Suite 415
Washington, DC 20005
Phone: 202-393-6870
Fax: 202-347-3808

National Black Women's Health Project
1211 Connecticut Avenue, NW
Suite 310
Washington, DC 20036
Phone: 202-835-0117
Fax: 202-833-8790

National Dairy Council
PO Box 376
Mount Vernon, VA 22121
Phone: 703-360-2198
Fax: 703-360-2198

National Dental Association
5506 Connecticut Avenue, NW
Suite 24
Washington, DC 20015
Phone: 202-244-7555
Fax: 202-244-5992

National Education Association
1201 16th Street, NW
Washington, DC 20036
Phone: 202-822-7325
Fax: 202-822-7741

National Farmers Organization
2505 Elwood Drive
Ames, IA 50010-2000
Phone: 515-292-2000
Fax: 515-292-7106

National Puerto Rican Coalition, Inc.
1700 K Street, NW
Suite 500
Washington, DC 20006
Phone: 202-223-3915
Fax: 202-429-2223

National Restaurant Association
1200 17th Street, NW
Washington, DC 20036-3097
Phone: 202-331-5900
Fax: 202-331-2429

National Urban League, Inc.
500 East 62nd Street
New York, NY 10021
Phone: 212-310-9000
Fax: 212-755-2140

Produce for Better Health Foundation
(5-A-Day)
1500 Casho Mill Road
Newark, DE 19714
Phone: 302-738-7100
Fax: 302-738-4825

Quaker Oats Company, The
321 North Clark Street
Chicago, IL 60610
Phone: 312-222-6917
Fax: 312-222-8323

Randall Foods Products, Inc.
8050 Hosbrook Road
Suite 326
Cincinnati, OH 45236-2988
Phone: 513-793-6525
Fax: 513-793-6143

Share Our Strength
1511 K Street, NW
Suite 940
Washington, DC 20005
Phone: 202-393-2925
Fax: 202-347-5868

Society for Nutrition Education
Council of Affiliate Delegates
Department of Nutrition
Meyer Hall, University of CA
Davis, CA 95616
Phone: 916-752-3817
Fax: 916-752-8905

The Urban Coalition (National)
727 15th Street, NW
Suite 900
Washington, DC 20005
Phone: 202-986-1460
Fax: 202-986-1468

Vegetarian Resource Group, The
P.O. Box 1483
Baltimore, MD 21203
Phone: 410-366-8343
Fax: 410-366-8804

Hotlines, Addresses, Internet

U.S. DEPARTMENT OF AGRICULTURE

TEAM NUTRITION

For more information to get your children's school involved in the promotion of healthy school meals, contact:

Team Nutrition Headquarters' Office:
USDA, Child Nutrition Division
3101 Park Center Drive
Alexandria, VA 22302
Phone: (703) 305-1624
Fax: (703) 305-2879
Web site: http://www.usda.gov/fcs/ team.htm
Email:
teamnutrition@reeusda.gov

USDA's Food and Nutrition Information Center (FNIC) is located at the USDA's National Agricultural Library in Beltsville, Maryland. USDA program participants may borrow food service reference materials, videos, and training materials free of charge. The public is able to visit the library and research nutrition education and training materials. On-line bibliographies are offered to help you in research.

FNIC maintains a World Wide Web (WWW) site where users may read, print, or download information. FNIC is linked to other Gopher and WWW sites around the world. The WWW address for FNIC is:
http://www.nal.usda.gov/fnic

USDA's Food Safety and Inspection Service offers the **1 (800) 535-4555 Meat and Poultry Hotline** for consumers. Contact the Meat and Poultry Hotline for information on food safety, labeling, and wholesomeness of foods. In Washington, DC, call (202) 720-3333. English and Spanish messages available.

You may write for materials:
USDA Food Safety and Inspection Service
Meat and Poultry Hotline
Room 1165, South Building
Washington, DC 20250

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Food and Drug Administration
FDA/Office of Public Affairs
(301) 443-3220 or Office of Food Labeling (202) 205-8682.

Contact this organization for materials and activities related to food labeling education, or write:

Food and Drug Administration
Office of Public Affairs
5600 Fishers Lane, HFE-88
Rockville, MD 20857

National Health Information Center
1 (800) 336-4797
Provides a central source of information and referral for health questions from health educators, health professionals, and the public. A service of the Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services.

National Health Information Center
P.O. Box 1133
Washington, DC 20013-1133
Fax: (301) 984-4256

OTHER ORGANIZATIONS

National Center for Nutrition and Dietetics
1 (800) 366-1655 Consumer Nutrition Hotline
The American Dietetic Association. Listen to a food and nutrition message or for a referral to a registered dietitian in your area. English and Spanish messages available.

For more information, write to:
The American Dietetic Association
National Center for Nutrition and Dietetics
216 West Jackson Boulevard
Chicago, IL 60606-6995

Safe Drinking Water Hotline
1 (800) 426-4791

U.S. Environmental Protection Agency
401 M Sreet, SW
Washington, DC 20460
1 (800) 424-8802

Consumer Information Center
General Services Administration
P.O. Box 100
Pueblo, CO 81009
(719) 948-4000

Distributes Federal agency publications. Publishes quarterly catalog of available materials.

Centers for Disease Control and Prevention
National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP)
Technical Information Service Branch
4770 Buford Highway, MS K13
Atlanta, GA 30341-3724
(404) 488-5080

Provides information and referrals to the public and to professionals. Visit the NCCDPHP Information Center and use the collection by appointment.

National Dairy Council
1 (800) 426-8271

Develops and provides educational materials on nutrition.

National Center for Education in Maternal and Child Health
2000 North 15th Street
Suite 701
Arlington, VA 22201-7802
(703) 524-7802
(703) 524-9335 (Fax)

Responds to information requests from consumers and professionals, provides technical assistance, and develops educational and reference materials.

National Maternal and Child Health Clearinghouse
8201 Greensboro Drive
Suite 600
McLean, VA 22102
(703) 821-8955, ext 254 or 265
(703) 821-2098 (Fax)

Centralized source of materials and information in the areas of human genetics and maternal and child health. Distributes publications and provides referrals.

National Restaurant Association The Educational Foundation
Industry Council on Food Safety
1 (800) COOK-SMART
1 (800) 266-5762

Provides information on safe food preparation and handling.

Materials List: Books, Pamphlets, Brochures, Videos, Visual Aides, Food Models, Stickers

Many of the activities in this kit refer specifically to the materials in this Resource section, but the information listed here can apply to any activity you choose. For example, by contacting a dairy council resource, you can enhance the "Growing Strong with Calcium" activity in the Community Activities section.

Print Materials

A Quick Consumer Guide to Safe Food Handling, USDA, Food Safety and Inspection Service, Home and Garden Bulletin No. 248, 1990.
Contact the USDA Meat & Poultry Hotline at 1-800-535-4555.

Check It Out! The Food Label, The Pyramid, and You, USDA, Home and Garden Bulletin Stock No. 001-000-04615-2, 1994.
Contact GPO at (202) 512-1800.

Down Home Healthy Cookin' Recipes and Healthy Cooking Tips, March 1995.
Available from the U.S. Department of Health and Human Services, National Institutes of Health, National Cancer Institute, NIH Publication No. 95-3408W. Contact NCI at 1-800-422-6237.

Making Healthy Food Choices, USDA, Human Nutrition Information Service, Home and Garden Bulletin Stock No. 001-000-04592-0, February 1993 (Spanish version, December 1994).
Contact GPO at (202) 512-1800.

Multicultural Nutrition Kit—The Foods I Eat...The Foods You Eat: Multicultural Nutrition Program for Young Children. The kit includes: *The Foods We Eat* big book; *It's a Sandwich* little book; *All Our Fruits and Vegetables* little book; *Cooking Station Cards* recipe cards; The Foods I Eat, The Tasters' Song, and I Made It By Myself audiocassettes; A Hand Washing Card; and Teacher's Guide.
To order, write: Many Hands Media, 1133 Broadway, Suite 1123, New York, NY 10010 or call (212) 924-2944.

Nutrition and Your Health: Dietary Guidelines for Americans, Fourth Edition, 1995, U.S. Department of Agriculture and U.S. Department of Health and Human Services, Stock No. 01-000-04625-0.
Contact GPO at (202) 512-1800.

Preparing Foods and Planning Menus Using the Dietary Guidelines, USDA, Human Nutrition Information Service, Home and Garden Bulletin Stock No. 001-000-04527-0.
Contact GPO at (202) 512-1800.

Preventing Foodborne Illness, A Guide to Safe Food Handling, USDA, Food Safety and Inspection Service, Home and Garden Bulletin No. 247, September 1990.
Contact the USDA Meat & Poultry Hotline at 1-800-535-4555.

The Food Guide Pyramid, USDA, Center for Nutrition Policy and Promotion, Home and Garden Bulletin Stock No. 001-000-04631-4, 1996.
Contact GPO at (202) 512-1800.

The Market Basket: A Guide for Choosing, Storing, and Using Fresh Fruits and Vegetables From Farmers' Markets.
To order, call (207) 287-5368 or write: Attention "Market Basket," Maine WIC Program, 11 Statehouse Station, Augusta, ME 04333.

The Nutrition Tracker is a magnetic USDA/DHHS Food Guide Pyramid that sticks to the refrigerator or blackboard and comes with 28 colorful photographic food magnets that are great for teaching nutrition. Also available for purchase are additional Fruits and Veggies(photographic magnets, and Foodoodles™ that are oriented toward younger groups.
To order, call MAGNAtrackers at 1-800-585-1126.

Videotapes

"The Food Label and You: Check it Out!" (Time: 7:30)
Developed by the FDA, this video demonstrates how consumers can quickly and easily use the food label to meet their personal nutritional needs. The viewer is shown how to use the Nutrition Facts panel to make informed choices and how to compare nutrient content. The video concludes with a 1-minute quiz, and a discussion guide summarizing key message points is provided to help educators. To borrow video #2232 from the USDA National Agricultural Library, call (301) 504-5719. To purchase a copy, call Interface Video Systems at (202) 861-0500.

"Cent$ible Nutrition" (Time: 11:00-20:00)
Developed by the Wyoming Cooperative Extension Service, this video has seven short segments addressing food shopping and does a tour of the market. Other segments focus on the nutrition, food preparation, food safety, buying tips, and storage of foods for each group of the *Food Guide Pyramid.* To purchase a copy, call the Wyoming Expanded Food and Nutrition Education Program (EFNEP) at (307) 766-5181.

"Supermarket Nutrition: Shopping for Good Health" (Time: 10:34)
Developed by the American Dietetic Association, this nutrition video teaches important supermarket skills to use as you fill up your cart, including shopping with the *Food Guide Pyramid* in mind, reading food labels, and understanding the importance of making shopping lists. A colorful booklet is available to help guide the viewer along. To borrow video #2254 from the National Agricultural Library, call (301) 504-5755. To purchase a copy, call Mosby Performance at 1-800-729-5285.

"Healthy Change: A Guide to Buying More for Your Food Dollar" (Time: 14:00)
"You can save approximately 15 percent on your grocery bill if you follow a few simple steps." That is the premise of "Healthy Change," developed by the New Hampshire Cooperative Extension Service. "Healthy Change" addresses the basic skills associated with budgeting food dollars. Specific topics include menu planning, using advertised specials in planning, making a shopping list, and smart shopping. A useful brochure accompanies the video. To borrow video #2227 from the USDA National Agricultural Library, call (301) 504-5719. To purchase a copy, call (603) 862-2131.

"Smart Supermarket Shopping With the New Food Label" (Time: 23:00)
With changes in the food packaging laws and use of the new food label, shoppers can now be armed with information they need when making choices at the supermarket. This informative video takes viewers step-by-step through a trip to the grocery store and shows them how to make the most nutritional and economic purchases using *all* of the information found on food packages. To borrow video #1915 from the National Agricultural Library, call (301) 504-5755. To purchase, call Cambridge Educational Video at 1-800-468-4227 or fax them at (304) 744-9323.

Note: If you borrow a videotape from the National Agricultural Library, check the maximum amount of time you may keep it. Check your local library or Food and Nutrition Information Center (FNIC) for additional resources. Allow 6 weeks for shipping and previewing of tapes.

DAIRY COUNCIL RESOURCES

For the following materials, call your local dairy council for ordering and price information. *Or call the National Dairy Council at 1-800-426-8271 or toll-free fax at 1-800-974-6455.*

Chef Combo's™ Fantastic Adventures in Tasting and Nutrition Activities, a brand new set of 34 activities organized around 7 popular early childhood themes: Farms, Seasons, Shapes, Transportation, Rainbows/Color, Dinosaurs, and ABC's. It comes with a 130-page teacher guide and a Chef Combo puppet with rubber stamp.

Food Guide Pyramid Stickers (Stock No. DC32) To purchase, contact the Washington State Dairy Council at (206) 744-1616 or toll-free fax at 1-800-470-1222.

Food Models for Early Childhood Educators are life-size cardboard photographs of 185 common foods. Preschoolers love them. The 16-page teacher/leader guide provides over a dozen teacher-tested, student-centered activities using the colorful food photographs with 3- to 5-year-olds.

Growth Record helps kindergarteners record height and weight on a colorful chart that can be mounted on a wall or door. Recipes and a nutrition message for parents are included on the back.

The Chef in Me activity kit, 13 reproducible activity sheets that include word games and coloring activities.

TEAM NUTRITION RESOURCES

The following resources are available by writing to USDA-SFPD (WIC), 3101 Park Center Drive, Alexandria, VA 22302.

Go, Glow, Grow: Foods for You
This colorful activity book makes learning fun for kids. Filled with activities and presented in an easy-to-read format, this book introduces preschoolers to the *Food Guide Pyramid* and the concept of eating a variety of foods. Parents will discover ways to help their children learn how to eat a healthy diet and make healthy food choices.

Devour Food Guide Pyramid
This spirited poster, featuring Disney's *Lion King* characters Pumbaa and Timon, brings to life the *Food Guide Pyramid*. With full-color pictures of foods at each level of the pyramid, learning to eat right is a breeze. This poster is great for clinic, community, and at-home use when eating according to how the pyramid is taught.

Eating Smart Growth Chart
Disney's *Lion King* characters Pumbaa and Timon show kids how they grow when they make healthy food choices. This colorful poster is designed as a growth chart so kids can keep track of their development while making good nutrition decisions. It is perfect for use in classrooms, cafeterias, WIC clinics, and at home.

OTHER TEAM NUTRITION MATERIALS

Community Nutrition Action Kit
This kit contains activities for kids, families, and the community and includes guidelines for implementation, reproducible handouts, resource information, and references. The materials complement those in the Scholastic curriculum and are culturally diverse, capturing regional, seasonal, cultural, and related differences that enrich American food heritage. The *Community Nutrition Action Kit* is available on the Internet (http://www.usda.gov/fcs/team.htm) through USDA, or you may contact your local extension service office.

Food, Family, and Fun: A Seasonal Guide to Healthy Eating
In honor of the 50th anniversary of the National School Lunch Program, Team Nutrition created this innovative and colorful resource guide. More than a cookbook, it features easy, affordable, and nutritious recipes developed by nationally recognized volunteer chefs that provides parents with innovative and fun ideas to get children involved in healthy eating and cooking at home. Throughout the resource guide are indoor and outdoor activities for the whole family. There is a separate section with information on the *Food Guide Pyramid* and safety in the kitchen and a comprehensive list of contacts at more than 300 supporter organizations that can provide parents with additional nutrition information and ideas. This is available for purchase by calling GPO at (202) 512-1800 (Stock No. 001-000-04627-6).

Fun Tips for Meeting the Dietary Guidelines
The dietary guidelines are designed to help you choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic disease risks. The guidelines apply for almost everyone, including children ages 2 and older. This resource provides easy-to-follow tips on making use of the dietary guidelines and is targeted to parents and teachers for use with children. It is available by writing to USDA, Child Nutrition Division, 3101 Park Center Drive, Alexandria, VA 22302.

Team Nutrition In-School Program
The Team Nutrition In-School Program, developed by Scholastic, Inc., is a comprehensive activity-based program to build skills and motivate children to make food choices for a healthy diet. The program is easy to use and fun for students, can be integrated into the core curriculum, is developmentally appropriate, links the classroom to the cafeteria, and takes the Team Nutrition message into the home. The curriculum is divided into three levels, preK-K, Grades 1-2, and Grades 3-5, and each contains a teacher's guide, resource materials, student magazines, posters, take-home family newsletters, and reproducible worksheets. The program presents Team Nutrition's message using lessons organized under consistent subconcepts that develop Team Nutrition's Big Idea: *Encourage students to make food choices for a healthy diet.* It is available for purchase by calling 1-800-Scholastic.

Team Nutrition School Activity Planner: A How-To Guide for Team Nutrition Schools and Supporters
For Team Nutrition to be successful, it is important for Team Nutrition Supporters and Schools to work together with parents, food service professionals, and community members. This activity planner is designed to help these stakeholders in children's health present fun nutrition education activities that teach children the relationship between good-tasting foods and good health in entertaining ways that motivate children to make food choices for a healthy diet.

The planner includes activity suggestions and reproducible materials for parents and children that can be personalized, copied, and distributed throughout the community.

Team Up at Home: Team Nutrition Activity Booklet
With the help of Scholastic, Inc., and the National PTA, Team Nutrition designed this reproducible activity book to link in-school learning with nutrition education activities for the whole family. Full of games, food trivia, and hands-on ideas and activities for spreading the word about good nutrition, this book makes learning fun for parents and kids alike. It is available by writing to USDA, Child Nutrition Division, 3101 Park Center Drive, Alexandria, VA 22302

National Health Events Calendar: A WIC Educator's Guide

January

- National Birth Defects Prevention Month

February

- National Girls and Women in Sports Day
- American Heart Month
- National Children's Dental Health Month

March

- National School Breakfast Week
- National Nutrition Month
- Children and Healthcare Week

April

- World Health Day
- National Public Health Week
- YMCA Healthy Kids Day
- National Infant Immunization Week
- National Minority Cancer Awareness Week

May

- National Blood Pressure Month
- National Physical Fitness and Sports Month
- National Alcohol- and Other Drug-Related Birth Defects Week

June

- Dairy Month

August

- World Breastfeeding Week

September

- Baby Safety Month
- National Cholesterol Education Month
- National 5-A-Day Week

October

- National School Lunch Week
- Family Health Month
- National Campaign for Healthier Babies Month
- Child Health Day
- National Dental Hygiene Month
- World Food Day
- National Youth Health Awareness Day
- National Education Week

November

- Great American Smokeout

December

- Safe Toys Month

For specific National Health Observance dates or a complete list of calendar events, please call the Office of Disease Prevention and Health Promotion at 1-800-336-4797.

Source: Adapted from the 1997 National Health Observances, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion, 1996.

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Children's Books About Food, Eating, and Health: A WIC Educator's Guide

Here are some books about food and being active that you can consider for children's activities at your clinic:

Growing Vegetables

- *Growing Vegetable Soup* by Lois Ehlert
- *This Year's Garden* by Cynthia Rylert
- *Pumpkin Pumpkin* by Jeanne Titherington
- *The Carrot Seed* by Ruth Krauss
- *How a Seed Grows* by Helene J. Jordan
- *Native American Gardening* (stories, projects, and recipes for families) by Michael J. Caduto and Joseph Bruchac

Cooking

- *This is the Bread I Baked for Ned* by Crescent Dragonwagon
- *My Kitchen* by Harlow Rockwell
- *Cooking With Kids* by Caroline Ackerman
- *My First Kitchen Gadget* (series of six) by Joanne Barkan

Fruits and Vegetables

- *Soup for Supper* by Phyllis Root
- *The Pea Patch Jig* by Thacher Hurd
- *Apples and Pumpkins* by Anne Rockwell

Being Active

- *The Snowy Day* by Jack Ezra Keats
- *The Snowman* by Raymond Briggs
- *Over, Under & Through* by Tana Hoban
- *Jump Frog, Jump* by Byron Barton
- *My Very First Book of Motion* by Eric Carle

Grains

- *Pancakes, Pancakes* by Eric Carle
- *The Cake That Mack Ate* by Rose Robart
- *The Popcorn Book* by Tomie dePaola
- *The Little Red Hen* by Paul Galdone
- *Bread, Bread, Bread* by Ann Morris

Protein

- *Peanut Butter and Jelly* by Nadine Bernard Westcott
- *Green Eggs and Ham* by Dr. Suess

Foods and Eating

- *Alphabet Soup* by Kate Banks
- *Gregory, the Terrible Eater* by Mitchell Sharmat
- *What a Good Lunch!* by Shigeo Watanabe
- *Bread and Jam for Frances* by Russell Hoban
- *How Pizza Came to Queens* by Dayal KaurKhalsa
- *The Very Hungry Caterpillar* by Eric Carle
- *Cloudy With a Chance of Meatballs* by Judith Barrett

Food Shopping

- *The Food Market* by Peter Spier (a board book)
- *The Supermarket* by Anne and Harlow Rockwell

Breakfast

- *Pancakes for Breakfast* by Tomie dePaola
- *Oh Dear!* by Rod Campbell
- *Anytime Mapleson and the Hungry Bears* by Mordicai Gerstein
- *The Three Bears* by Paul Galdone

Food Folklore

- *Johnny Appleseed* by Steven Kellogg
- *Stone Soup* by John W. Stewig

Foods and Counting

- *Ten Apples Up on Top* by Theo LeSieg
- *The Rajah's Rice* (a mathematical folklore tale from India) adapted by David Barry

Cultural Stories

- *Fiesta U.S.A.* (Hispanic American folklore) by George Ancona

Multicultural Education Kit

- *The Foods I Eat...The Foods You Eat: Multicultural Nutrition Program for Young Children*

Kit includes:

- ✔ *The Foods We Eat* big book
- ✔ *It's a Sandwich* little book
- ✔ *All Our Fruits and Vegetables* little book
- ✔ *Cooking Station Cards* recipe cards
- ✔ The Foods I Eat, The Tasters' Song, and I Made It By Myself audiocassettes
- ✔ A Hand Washing Card
- ✔ Teacher's Guide

To order the Multicultural Education Kit, write: Many Hands Media, 1133 Broadway, Suite 1123, New York, NY 10010 or call (212) 924-2944. The entire kit costs $59.95 (plus shipping and handling).

How To Grow an Herb Garden: A WIC Educator's Guide

Herbs are grown for many reasons: to add flavor to food, as fragrance, or for decoration. Many herb plants can be easily grown indoors on a windowsill and started from seeds, plant cuttings, or an actual plant. (Speak with an agriculturally oriented partner [i.e., Cooperative Extension Service, 4-H, or garden store] to find out more about growing a personal herb garden.) Here are a few tips to get you started.

From Seeds:

Plant herb seeds in special soil-less soil. (Soil-less soil and other materials can be found at a garden store or obtained from an agriculturally oriented partner.) Most herb seeds should be planted no more than $^1/_4$-inch deep in the moist soil or sprinkled on the top and covered lightly with the special soil. Mist the soil with water. A clean spray bottle works well. Cover the containers with wax paper or plastic wrap to keep seeds moist until they begin to grow. When the plants begin to emerge from the soil, remove the plastic covering from the container.

From Plants or Cuttings:

Cuttings can be obtained from young plants or can be dug in the spring from new shoots emerging from mature plants outdoors. Some herbs are quicker to start from cuttings than from seeds. Garden stores or an agriculturally oriented partner may provide these materials for you.

Growth and Care:

Herbs require at least 6 hours of sunlight a day. A windowsill or room with plenty of sunshine works best. Plants don't need to be watered daily. Feel the soil for dryness and, when appropriate, gently mist the plant with water in a spray bottle. Be careful not to place plants near a heat source to prevent drying out more quickly.

To Use:

When the herbs have grown into plants, clip only the amount of leaves that you will need in cooking. Rinse the herbs. Follow the recipe's instructions for using fresh herbs.

NOTE: Be sure to label the herbs you plant so that you will be able to correctly identify and enjoy the herbs.

Source: Adapted from National Gardening Association, *Growing Ideas*, vol. 7, no. 3, September 1996.

Nutrition Facts Food Label: A WIC Educator's Guide

Serving sizes are now more consistent across product lines, are stated in both household and metric measures, and reflect the amounts commonly eaten.

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 260 Calories from Fat 120

	% Daily Value*
Total Fat 13g	**20%**
Saturated Fat 5g	**25%**
Cholesterol 30mg	**10%**
Sodium 660mg	**28%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 0g	**0%**
Sugars 5g	
Protein 5g	

Vitamin A 4% • Vitamin C 2%
Calcium 15% • Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

The **list of nutrients** covers those most important to the health of today's consumers, most of whom need to worry about getting *too much* of certain nutrients (fat, for example), rather than too few vitamins or minerals, as in the past.

Title signals that the label contains factual information.

Calories from fat are now shown on the label to help consumers understand how many calories in one serving come from fat.

% Daily Value shows how much the nutrient in one serving contributes to the total amount (100%) that should be consumed in a day.

Daily Values may be maximums, as with fat (65 grams *or less*), or minimums, as with carbohydrate (300 grams *or more*). The daily values for a 2,000- and 2,500-calorie diet must be listed on the label of larger packages.

Source: Adapted from Food and Drug Administration, 1994

Understanding the Food Label: A WIC Educator's Guide

The new "Nutrition Facts" food label is a useful tool that can help participants make informed food purchases. To help the participants understand and use the new food label, follow these easy tips:

How To Teach Using The Food Label

- Organize small group activities (5 to 10 people is ideal).
- Keep lessons simple by focusing on key points (e.g., comparing the fat content of two similar products).
- Hands-on activities will help teach the learning objectives. Using actual food labels from food packages will help participants practice reading the food label.
- Allow participants to make comparisons of various foods (i.e., breakfast cereals to compare fiber content; snack foods for fat content, etc.). Have participants compare similar foods in the same food group like various kinds of pizzas, cheeses, or yogurts, and determine which ones are lower in fat but higher in other nutrients like fiber or calcium.
- Have participants compare products that may be low in fat but still high in calories (reduced or lowfat cookies, frozen desserts, yogurts).
- Have participants compare how much cereal, pizza, chips, etc., they actually eat compared to the serving size on the label. Ask them what happens to the calories and the %DV for other nutrients when they eat twice or half as much.

Understanding the Food Label

Research shows that by highlighting fewer aspects of the label, consumers are able to learn and use the label to make food choices more easily. Focus your lesson plan on the following key points:

- **Title**: The title "Nutrition Facts" reflects the fact that the label contains relevant nutrition information and that the information is accurate.
- **Serving sizes** on the new food label are more realistic and consistent than before because the same serving size will apply to all similar products (i.e., cereal, juice, pasta, etc.). Serving sizes are now listed in common household units (e.g., 1 ounce or about 1 cup cereal).
- **Percent Daily Value (%DV)** shows how food fits into an overall diet by indicating whether a food contains a lot or a little of a nutrient. Therefore, if a food contains 25% DV for calcium, it provides 25% of the calcium for the day. When comparing products, consider:
  - **Fiber, Calcium, Iron, Vitamins A & C**—choose foods with the highest %DV. Ideally, a person should strive to achieve at best 100% DV for a given nutrient in a day.
  - **Total Fat, Saturated Fat, Sodium, Cholesterol**—choose foods with the lowest %DV. The nutrients need to be limited in the diet.
- **List of Nutrients**—Calories, Total Fat, Saturated Fat, Cholesterol, Sodium, Total Carbohydrate, Dietary Fiber, Sugars, Protein, two vitamins (A and C) and two minerals (Calcium and Iron) are all listed on the food label.
- **Daily Values** serve as a reference for dietary guidance. They help consumers understand how much of a nutrient they should eat at a minimum (say for fiber and calcium) or maximum (fat and cholesterol). The daily values are listed for people who eat approximately 2,000 calories a day (many older adults, children, and sedentary women) or 2,500 calories a day (active men, teenage boys, and very active women).

Suggestion: Provide participants with the Nutrition Facts Food Label handout at the beginning of the activity to supplement the lesson.

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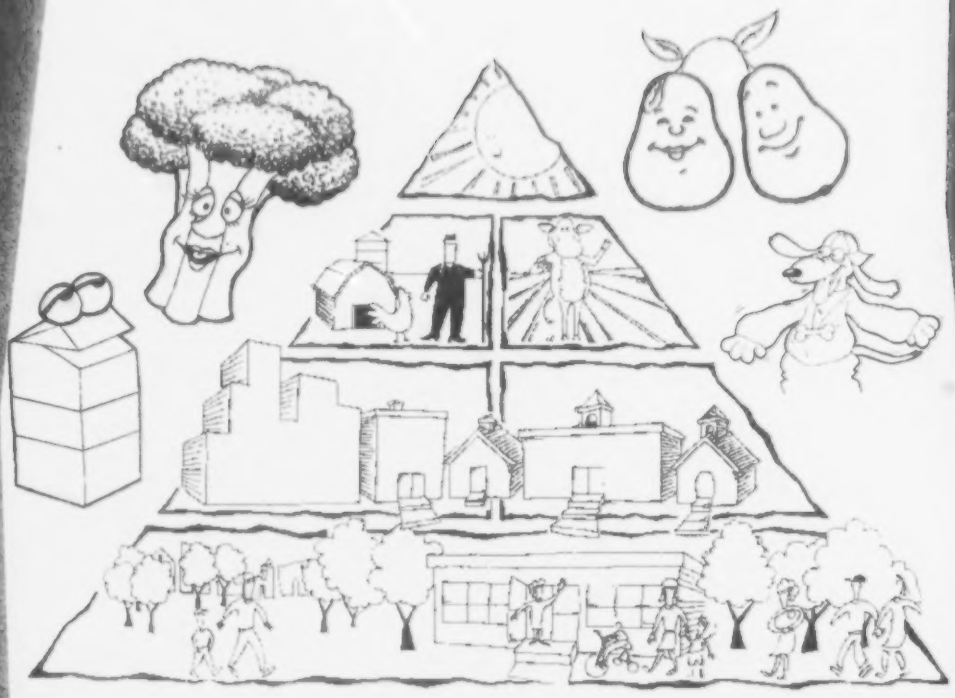
TEAM NUTRITION • USDA

Artwork



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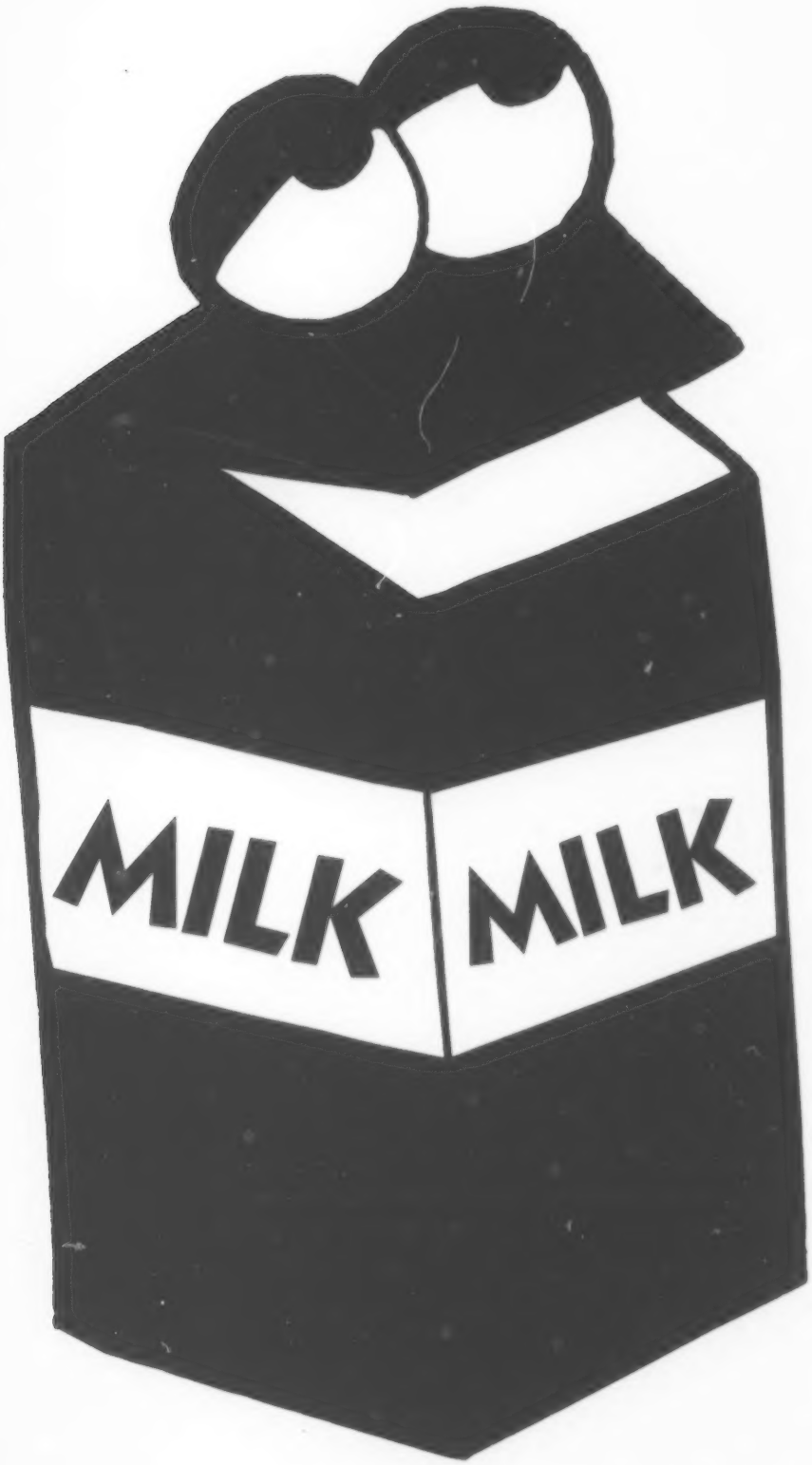
Artwork

- Puppet Images: Color
- Puppet Images: Black and White
- Puppet Images: Line Drawings
- Message Bubbles
- Place Mat Bubbles
- Food Groups
- Where Oh Where? Activity Templates
- Shopping Cart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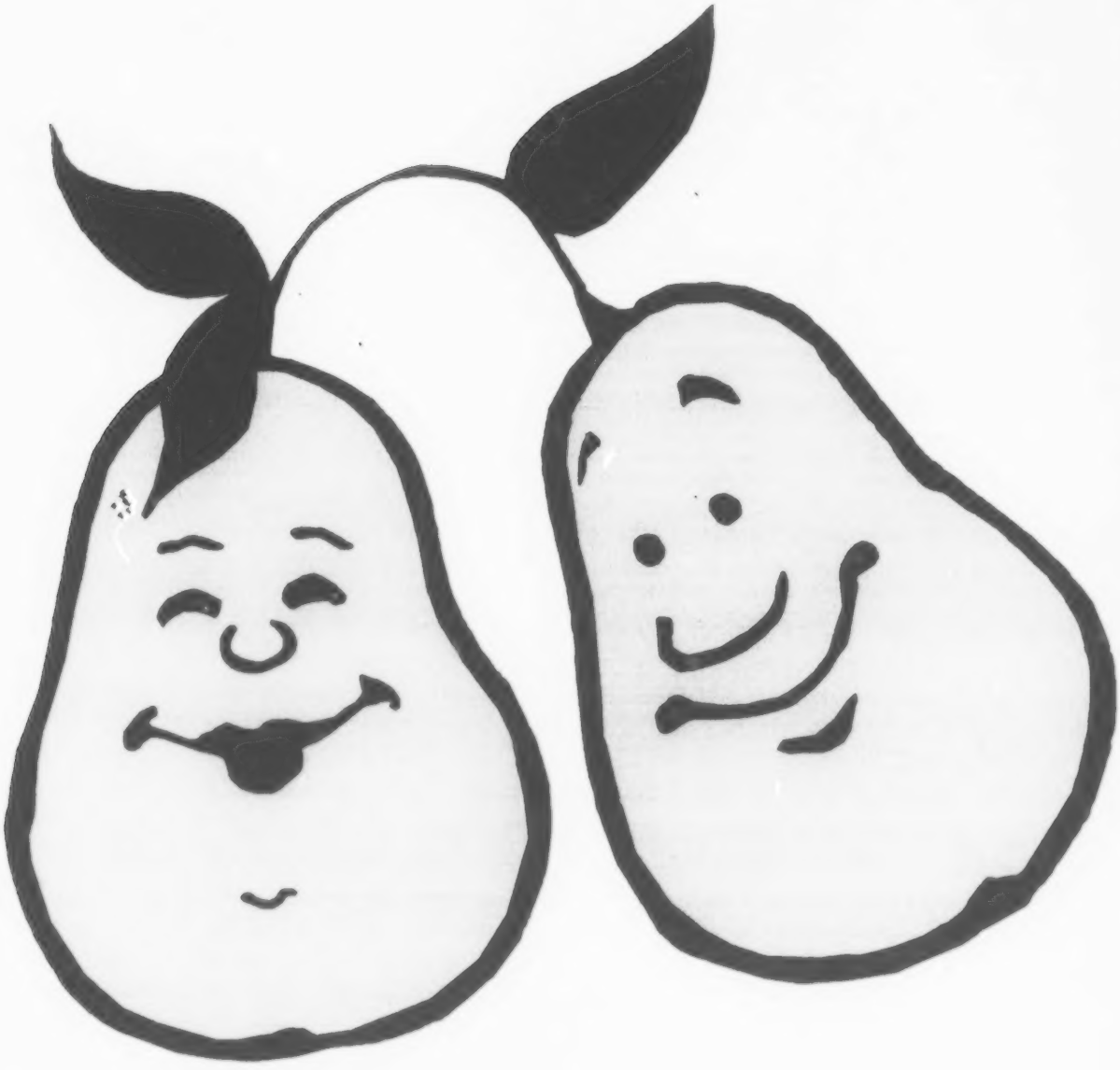
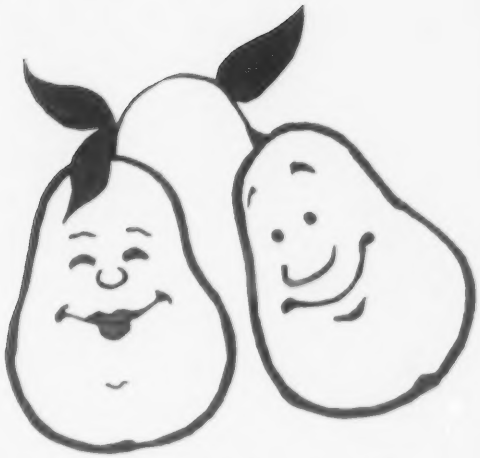
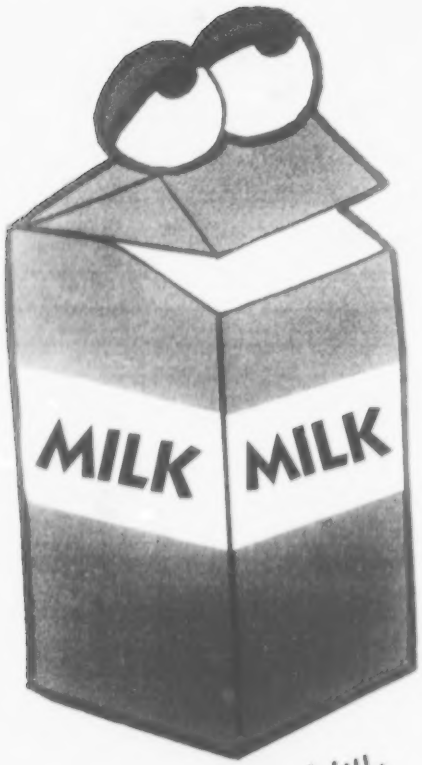
MILK



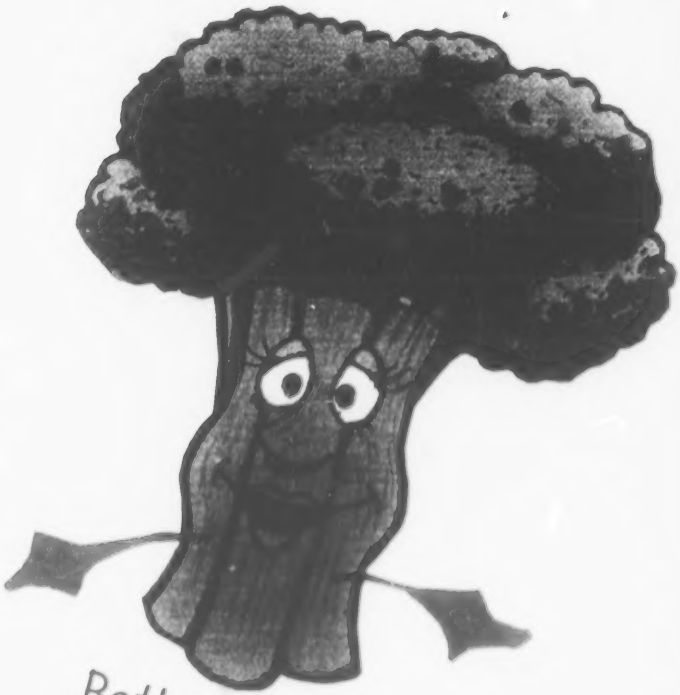
Cool Puppy Pup



Paul and Paula Pear



Malcolm Milk



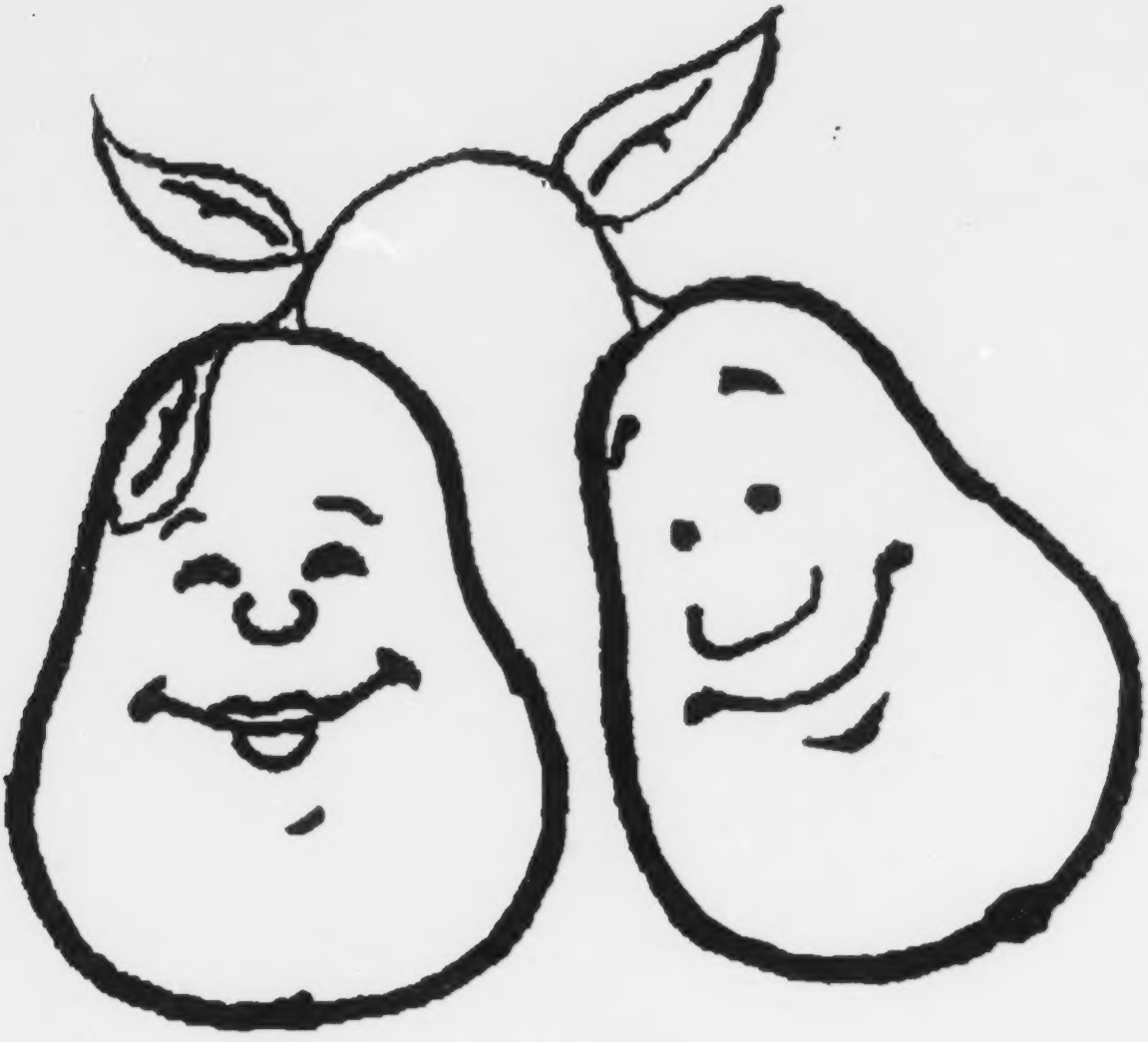
Beth Broccoli

Cool Puppy Pup

Cool Puppy Pup

Malcolm Milk

Malcolm Milk



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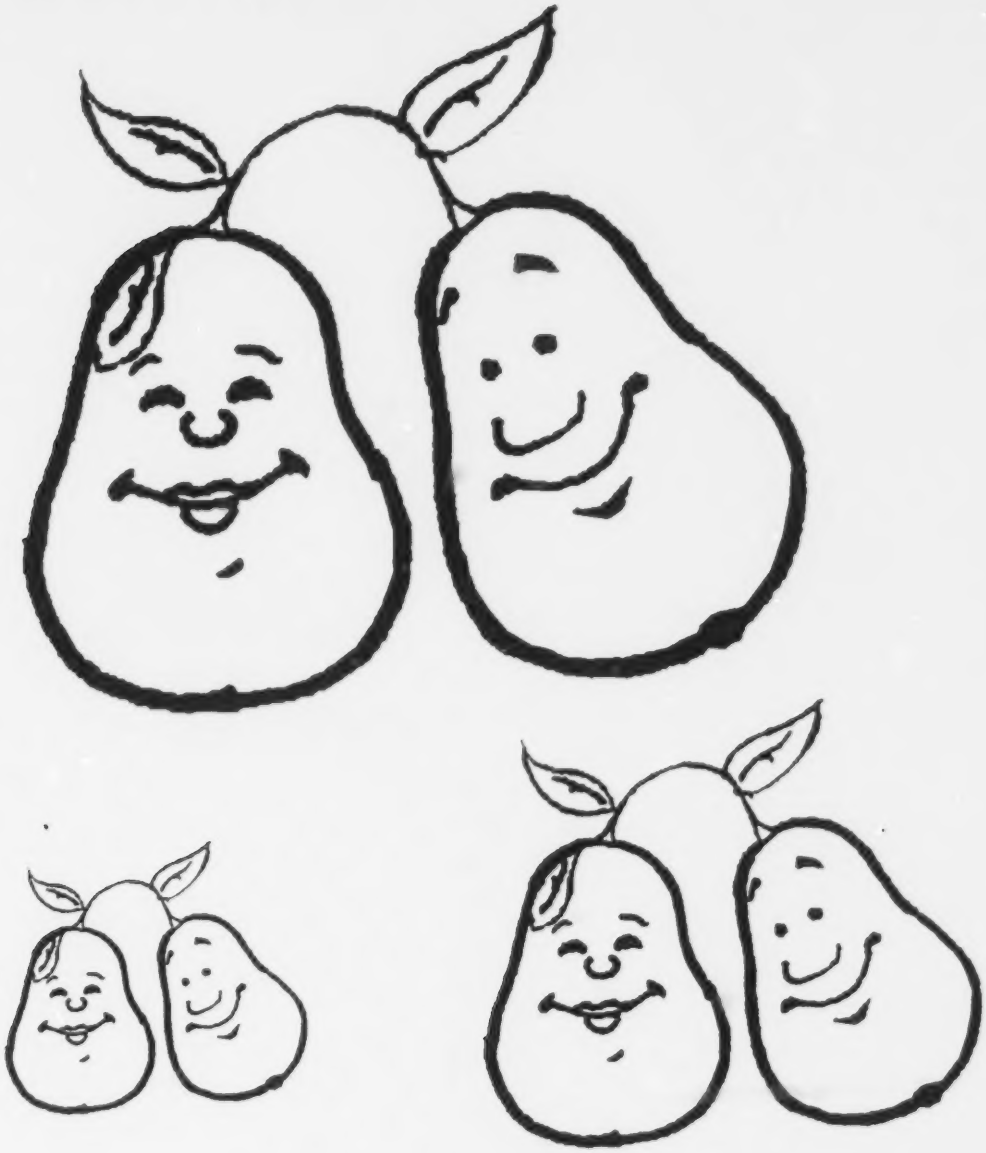
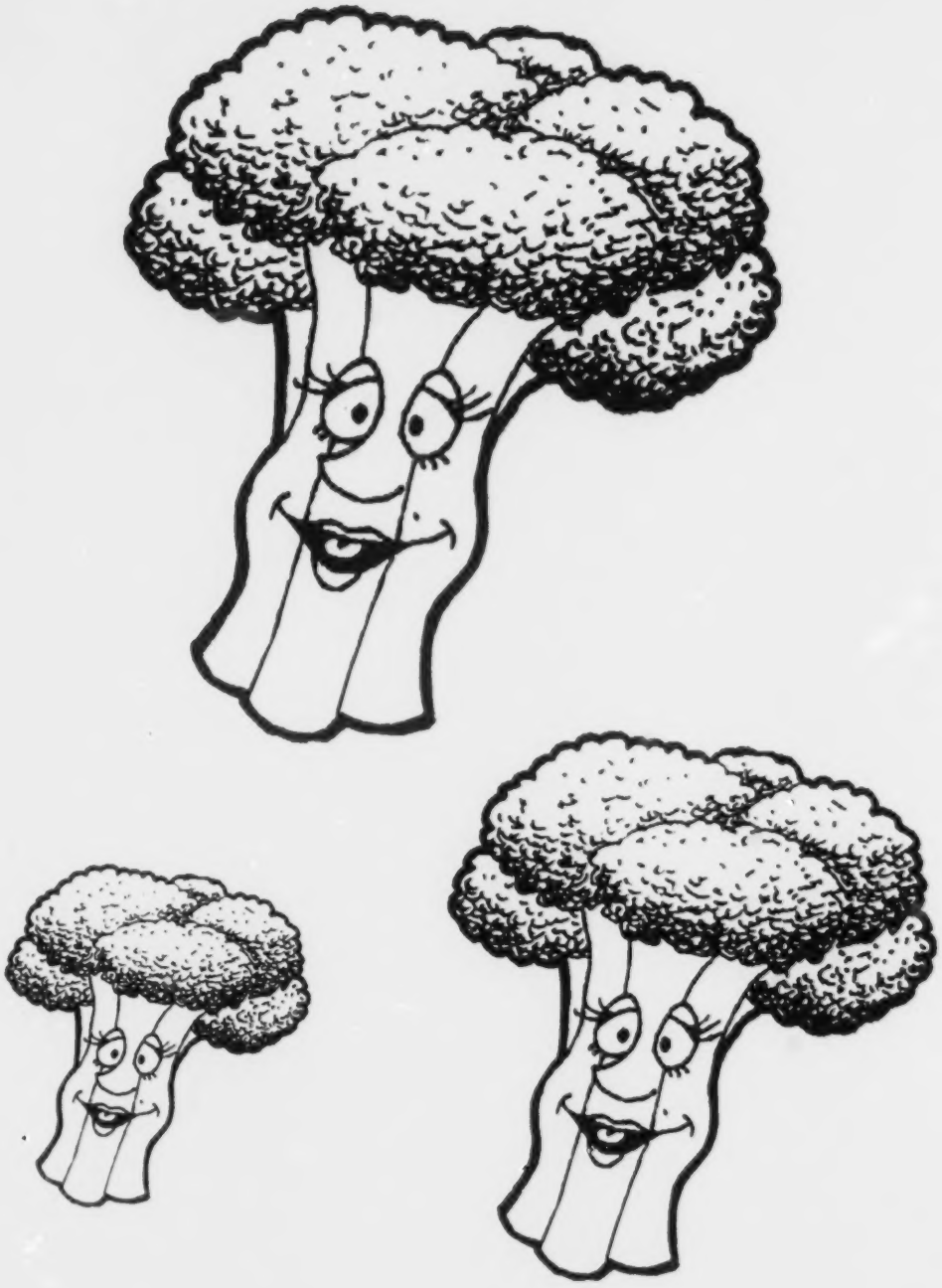


Paul and Paula Pear

Beth Broccoli



Beth Broccoli

Messages

"I need a snack."
"Food is fun to eat."
"Milk comes from a cow before it gets to the store."
"You can't milk a store."
"Can you tell by taste, touch, smell?"

Messages

"Real cool kids like variety."
"It's really cool to eat lots of different foods."
"Eating lots of different foods helps you grow big."
"Lots of food comes from a farm."
"A farm is so cool."

Messages

"Food is fun to eat."

"I need a snack"

"You can't milk a store"

"It's really cool to eat lots of different foods."

"Can you tell by taste, touch, smell?"

"Milk comes from a cow before it gets to the store."

"Real cool kids like variety."

"Eating lots of different foods helps you grow big."

"Lots of food comes from a farm."

"A farm is so cool."

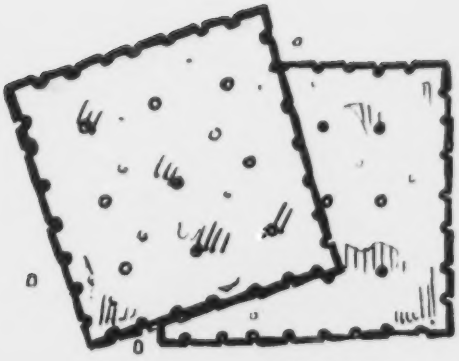
"Real cool kids like variety."

Bread, Cereal, Rice, & Pasta Group

bread

muffin

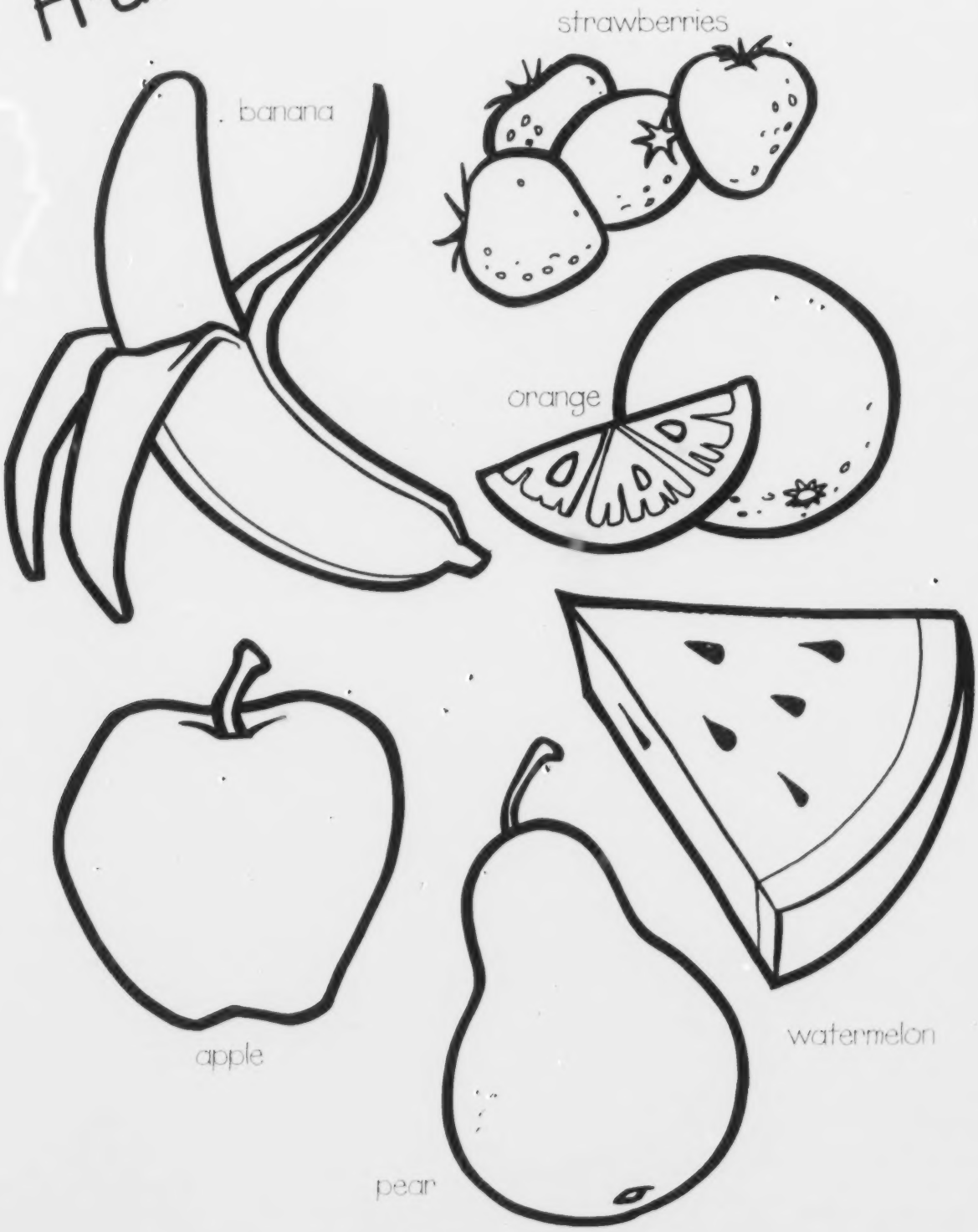
spaghetti



crackers

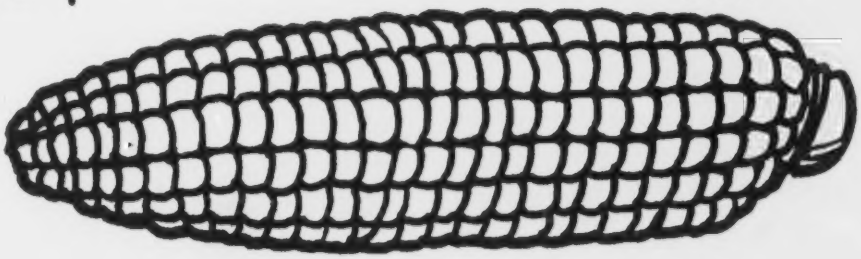
cereal

Fruit Group

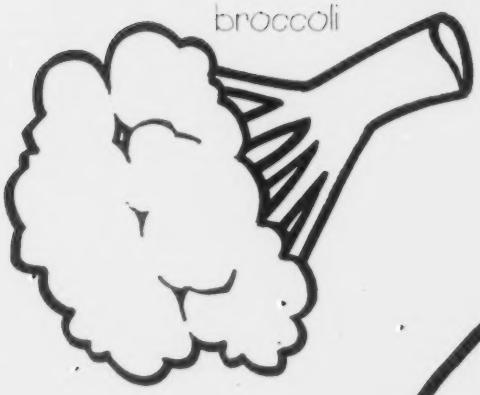


Vegetable Group

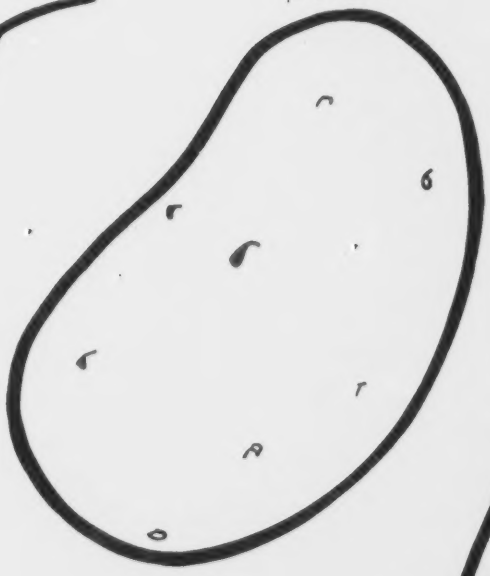
corn



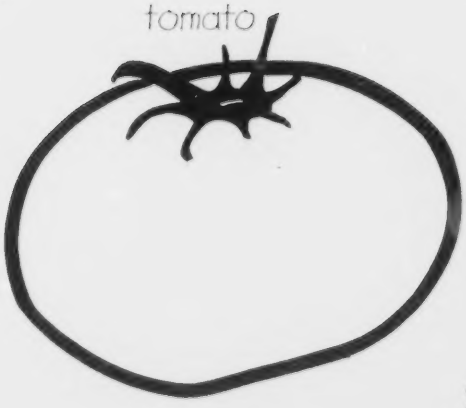
broccoli



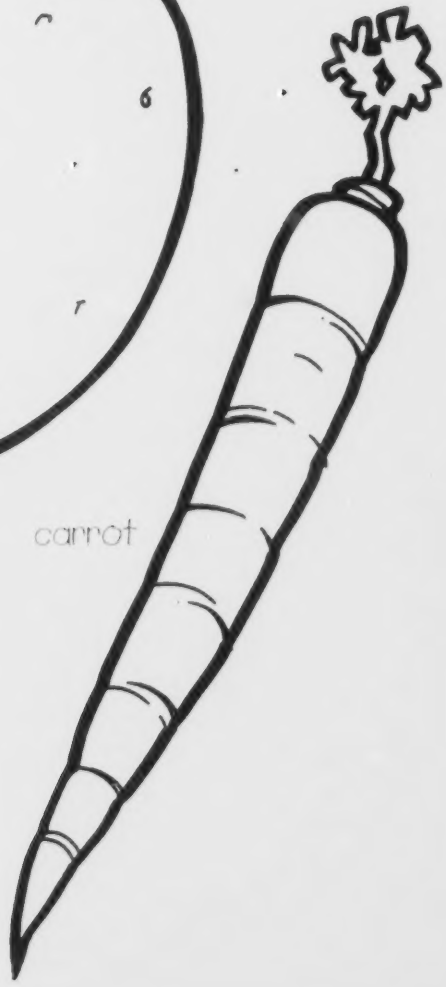
potato



tomato

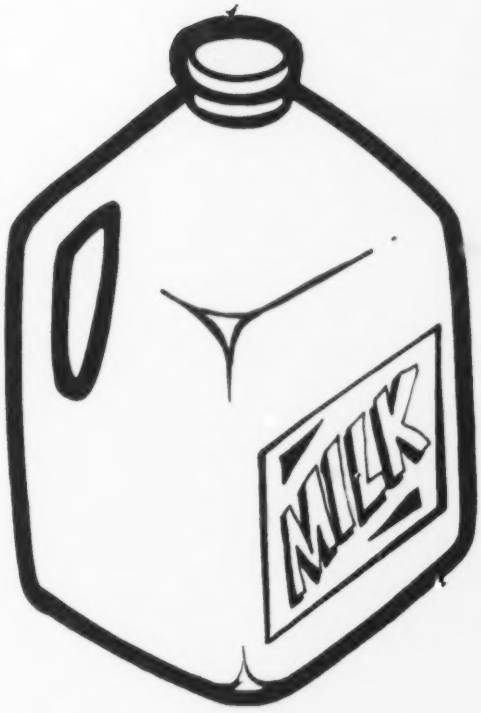


carrot

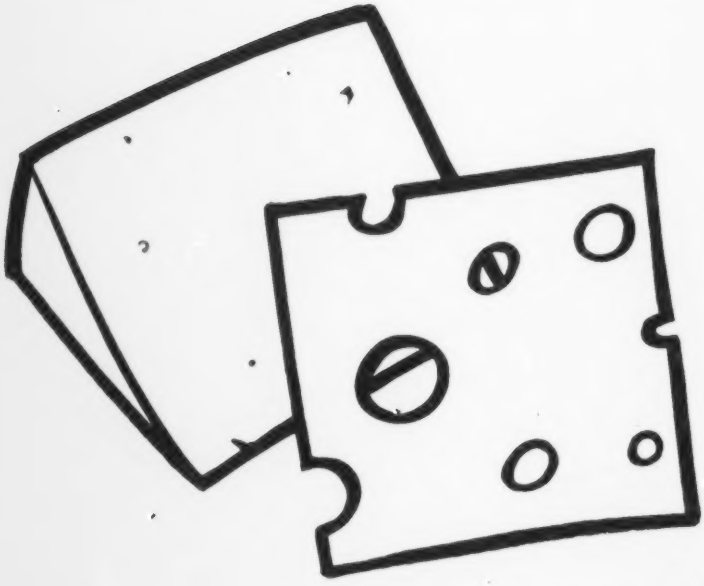


Milk, Yogurt, & Cheese Group

yogurt



milk

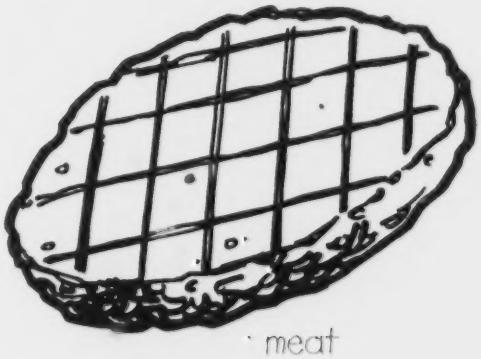


cheese

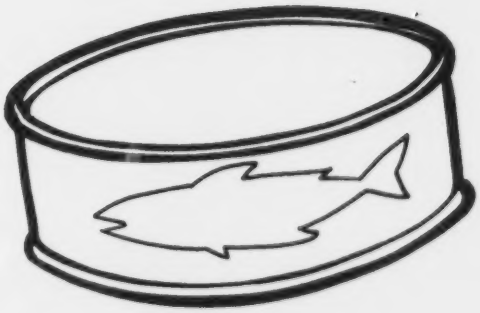
Meat, Poultry, Dry Beans, Eggs, & Nuts Group

chicken

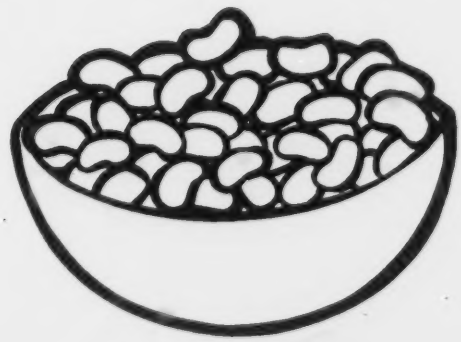
eggs



meat

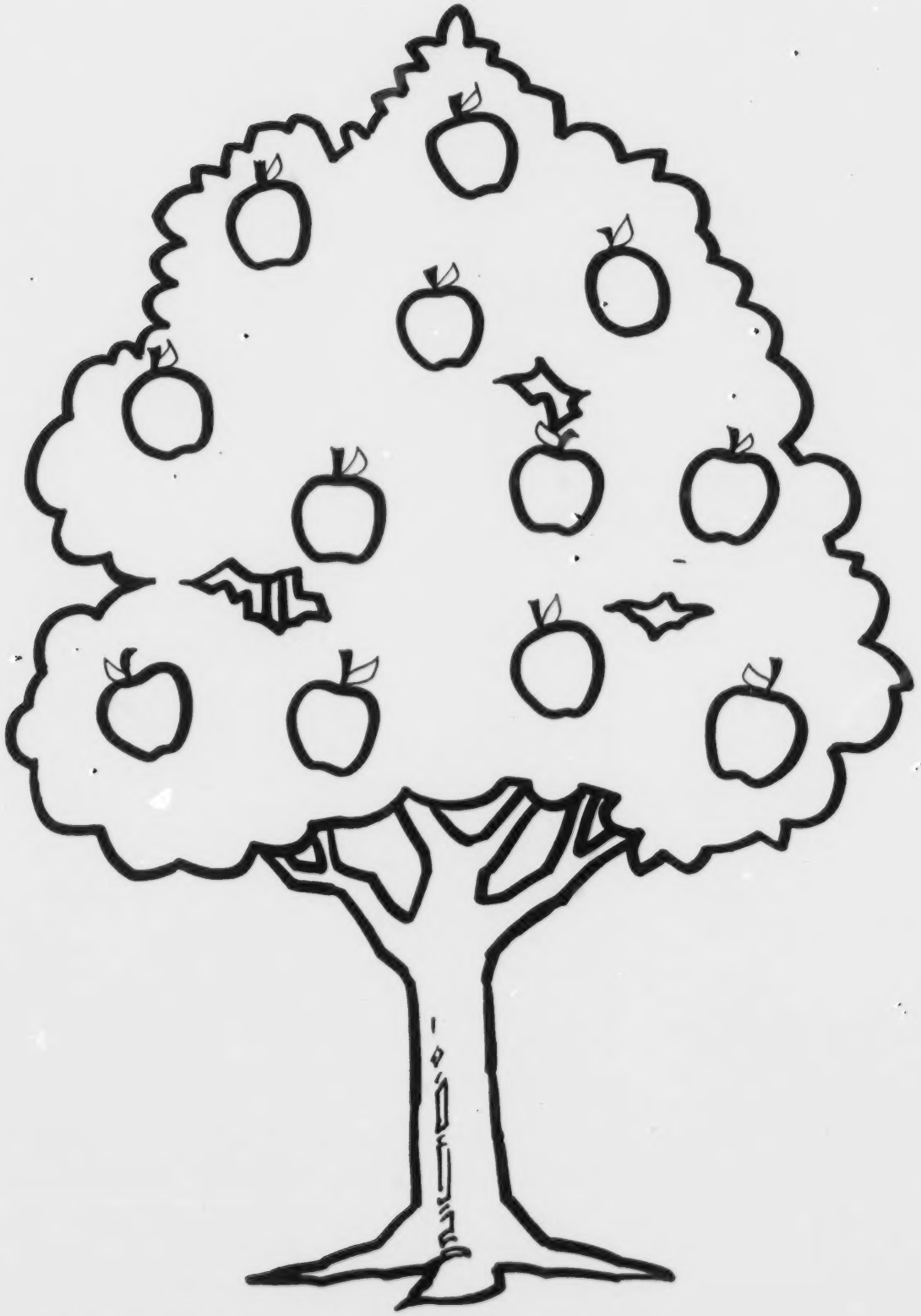


tuna



beans

peanut butter



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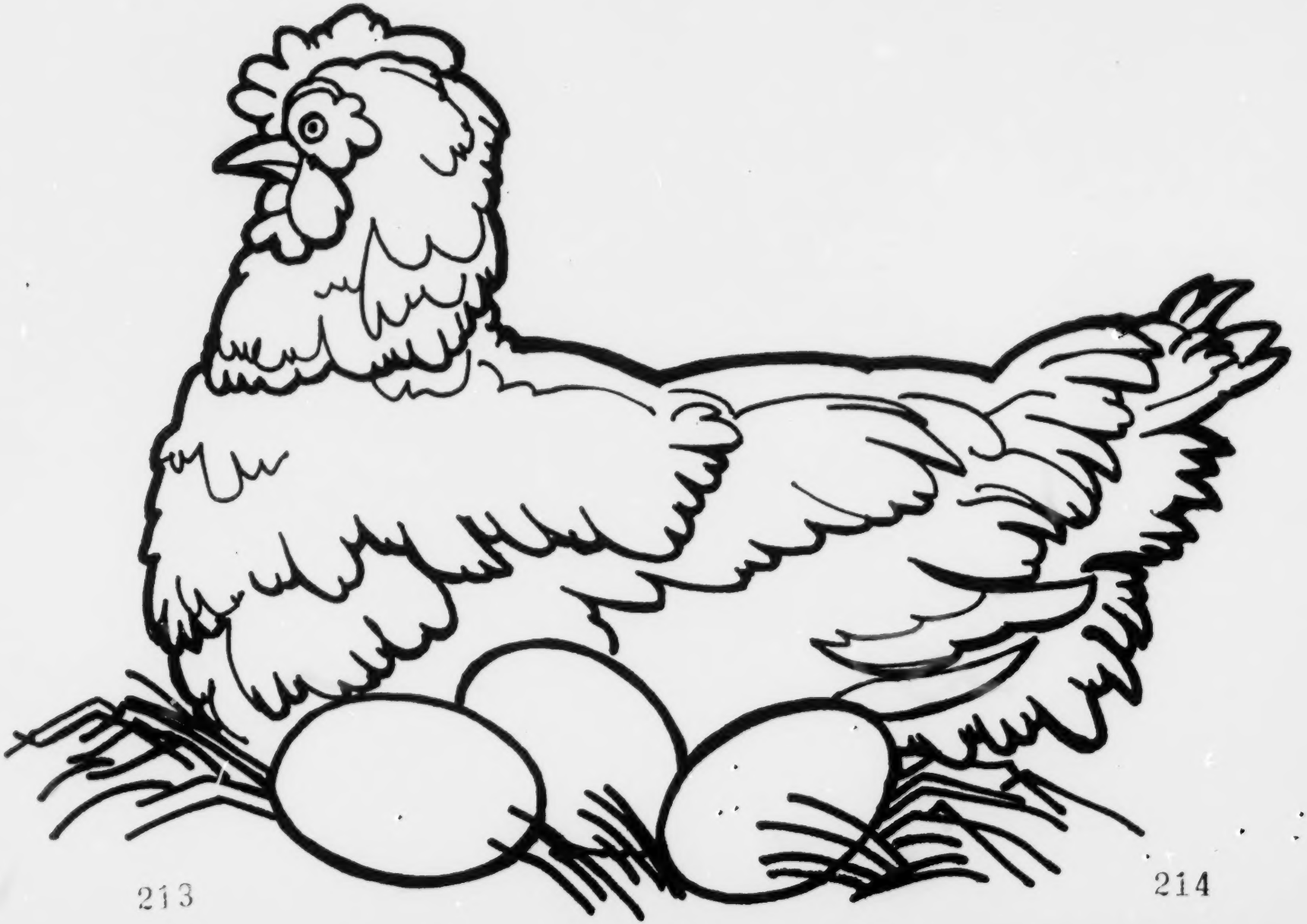

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United States Department of Agriculture
Food and Consumer Service